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ABSTRACT

The Bilingual Pupil Services Project is a compensatory education program that aims to improve achievement in English reading, Spanish reading, and mathematics among Spanish speaking students of limited English proficiency. In 1981-82, the program served 1,369 elementary school students in New York City. To accomplish its goals, the program trained 57 paraprofessionals for bilingual reading and mathematics instruction, developed classroom curricula, and recruited parent involvement in the program. Evaluation of the project indicated that (1) at all grade levels, students in the program demonstrated significant achievement gains in English, Spanish, and mathematics; (2) participants' attendance rates were high; (3) the paraprofessionals rated the program very highly; and (4) involvement in the program allowed 28 percent of the paraprofessionals to receive their baccalaureate degree. It was recommended by the evaluators that a new testing program be used in evaluation and that the paraprofessional training program be reviewed to determine its adequacy. This report includes appendices of materials used in project implementation and evaluation. (MJL)

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ED227192

O.E.E. Evaluation Report
October, 1982

E.S.E.A. Title I

Grant Number: 5001-42-21621
Project Number: 30-00-00-01-00-00
21-82-5005

BILINGUAL PUPIL SERVICES

1981-1982

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UD 022 685

A SUMMARY OF THE EVALUATION FOR THE BILINGUAL PUPIL SERVICES PROJECT 1981-1982

The Bilingual Pupil Services project (B.P.S.), funded by E.S.E.A. Title I, provided basic services to 1,369 Spanish-speaking students of limited English proficiency. These students were enrolled in 24 schools in 14 community school districts in the boroughs of Manhattan, the Bronx, and Brooklyn. The main purpose of the program was to improve student achievement in the areas of English reading, Spanish reading, and mathematics.

In order to accomplish its goal the project recruited, trained, placed, and supervised 57 paraprofessionals. This was accomplished by a central staff of one project director, an assistant project director, four field instructional specialists, and a number of support and clerical staff. The staff maintained close cooperation and coordination with school and district staff who also provided services to the eligible students.

The project had a well developed and clearly articulated system for selection, training, and supervision of paraprofessionals. They were in constant contact with the field instructional specialists and received training at the school site, their central office, and through college coursework. Close records of the training and supervision were maintained by all staff. In fact, in the opinion of the evaluator, the sound management system with clearly articulated expectations and thorough record keeping may be the cornerstone which has contributed to the success of the B.P.S. project.

In all areas of the curriculum -- English, Spanish, and mathematics -- and at all grade levels, students with a full year of instruction demonstrated statistically significant gains in tests of reading in English and Spanish and in mathematics. These gains have been consistent for the past three years. However, problems of test adequacy have persisted. In 1982-83 the project intends to institute a new testing program in response to the previous year's evaluation report recommendation.

Students exhibited excellent attendance rates ranging from a low of 87 percent at the first grade to a high of 90 percent attendance at the sixth.

A questionnaire administered to 57 project paraprofessionals in May, 1982 indicated that the majority were females of Puerto Rican background. Sixty-seven percent were over 31 years old. Paraprofessionals gave very high ratings (ranging between good and excellent) to all programmatic and training aspects of the project. However, analyses indicate that the project should review the adequacy of the training for participants who are expecting to receive their teaching license in the near future. Overall, 88 percent rated the quality of the B.P.S. project as "excellent," and all who responded would like to remain in the program.

During 1981-82, 16 (or 28 percent) of the participating paraprofessionals received their baccalaureate degree as a result of their participation in the project. Based on the project's previous placement record, the B.P.S. project director anticipates that at least fifteen graduates will be appointed as teachers. Since the inception of the B.P.S. project in 1972, 782 paraprofessionals have earned their baccalaureate degree and the majority entered the teaching profession.

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BILINGUAL PUPIL SERVICES (B.P.S.)

Program Location:	131 Livingston Street, Room 517 Brooklyn, New York 11201
Year of Operation:	1981-1982, eighth year
Target Population:	1,369 Limited English Proficient (L.E.P.) Title I E.S.E.A. eligible pupils in grades one to six
Target Language:	Spanish
Budget:	$1,073,965
Program Director:	Celia M. Delgado

INTRODUCTION

The Bilingual Pupil Services (B.P.S.) project was funded for fiscal year 1981-82 as a continuation grant under the provision of the Elementary and Secondary Education Act-Title I. This period completes the eighth cycle for which the program has been funded. The B.P.S. project is a direct service project serving a disadvantaged bilingual student population. It operates within the Office of Bilingual Education (O.B.E.) of the New York City Public Schools. The project's primary goal has been to enhance the academic progress and linguistic skills of Title I eligible Hispanic pupils of limited English proficiency. During the 1981-82 school year, the B.P.S. project offered bilingual instructional and supportive services to 1,369 Hispanic LEP students in grades one to six. Student eligibility was determined by achievement of at least one year below grade level in Spanish reading and mathematics, and a score below the twenty-first percentile on the Language Assessment Battery (LAB).

Program personnel, consisting of six professionals, provided fifty-seven paraprofessionals with a comprehensive program of on-site in-service training workshops and individualized assistance in the classrooms. Additionally, participants engaged in college coursework through a school system sponsored program. All training activities were designed to develop teaching skills, and an understanding of the foundations of, and development of skills in the use of curricula and materials in bilingual education. These activities were coordinated between project staff and personnel in the Office of Bilingual Education, school district offices, schools, and colleges attended by the trainees. Paraprofessionals were placed in 24 schools in 14 community school districts (C.S.D.) in Manhattan, the Bronx, and Brooklyn to assist in providing instructional services. Through this coordinated effort, curricula and materials were revised and developed, and parents were provided workshops and orientation sessions.

The purposes of this report are the following:

1) to describe project context, components, participants, and activities;

2) to describe staff perception of the project:

3) to report student achievement data;

4) to analyze and interpret project and student achievement data;

5) to suggest recommendations for possible project improvement.

Bilingual Pupil Services is a mature program with well established objectives, procedures, and management systems. Therefore, little change is evidenced from year to year. Those who read the previous year's report will find strong similarities in the sections covering the project's objectives,

organization, sites, target student population, and process of project implementation. Their attention should be principally directed to the sections dealing with the instructional component, summary of staff interviews, paraprofessionals' perception of the program, findings, and conclusions and recommendations. These areas include information not covered in the previous evaluation report.

I. PROJECT GOALS AND OBJECTIVES

The ultimate goal of the project is to improve the academic performance and linguistic proficiency of Hispanic LEP students in English. Its instrumental goal is to develop a comprehensive on-site, in-service training and supervision program to be implemented by instructional and support services personnel trained in the areas of specialization required by the target population. Further, it proposes to develop curricula and materials for use in the classroom, and involve parents in the educational process of their children.

Specifically, the project addressed three instructional and non-instructional objectives. These included:

Instructional Objectives:

1. In reading in Spanish, participating students will achieve a mean post-test raw score that will surpass their pre-test score at the .05 level of statistical significance as measured by the Prueba de Lectura-Interamerican Series.

2. In reading in English, participating students will achieve a mean post-test raw score that will surpass their pre-test score at the .05 level of statistical significance as measured by the Test of Reading-Interamerican Series.

3. In mathematics, participating students will achieve a mean post-test raw score that will surpass their mean pre-test score at the .05 level of statistical significance as measured by the appropriate level of the Comprehensive Test of Basic Skills (C.T.B.S.) mathematics computation subtest.

Non-Instructional Objectives:

1. Paraprofessionals will participate in staff development activities in which they will be supervised and receive training in the teaching of reading and mathematics to bilingual students.

2. Bilingual curriculum materials will be developed to meet the needs of the bilingual students in the project.

3. Parents will be apprised of project activities and engage in those activities whenever appropriate.

II. CHARACTERISTICS OF PROJECT SITES

Table 1 below lists the districts and schools participating in the B.P.S. project, as well as the district enrollments, Hispanic register, and number of Hispanic pupils identified as eligible for bilingual instruction under the Consent Decree Program (see Aspira, et. al., v. Board of Education, et. al.). The table illustrates the distribution of project sites in relation to the number of Hispanic students eligible for services.

TABLE 1

Participating Community School Districts

District	District Enrollment	Hispanic Enrollment	Number of Eligible Pupils	B.P.S. Project School Sites
3M *	11,922	4,425	1,458	P.145, P.163
4M	12,441	7,341	2,313	P.72, P.112, P.155
6M	18,931	13,959	5,791	P.98, P.28, P.192
7B *	13,904	8,948	3,279	P.65, P.25
8B	20.376	10,141	2,218	P.60, P.130, I.S.74
9B	27,701	11,913	4,570	P.90, P.114
10B	30,482	15,556	4,164	P.79
12B	13,880	8,693	2,170	P.77, P.211
13K *	16,619	2,781	967	P.133
14K	17,580	11,357	2,095	P.120
15K	20,500	12,013	2,353	P.1
17K	25,158	2,834	853	P.189
23K	11,969	2,036	845	P.155
32K	15,479	10,184	2,726	P.123

The figures above were published by the Office of Bilingual Education, New York City Board of Education, October 31, 1981. (M* Manhattan, B* Bronx, K* Brooklyn).

Each of these school communities could be characterized as bilingual and bicultural with Hispanics constituting a significant proportion of the population. For the most part, the participating schools in the B.P.S. project reflect the ethnic composition of their neighborhoods. For example, in C.S.D. #17, which is a predominantly black school district, the project's participating school, P.S. 189, has a Hispanic student enrollment of approximately 30 percent -- one of the highest concentrations of Hispanic students in the district. Even in heavily Hispanic populated districts, the B.P.S. participating schools were among those with the highest Hispanic enrollment in the districts.

The evaluator visited seven of the 24 schools involved in the project. The schools visited were in the three boroughs served by the B.P.S., i.e., Manhattan, Brooklyn, and the Bronx. In every instance the schools were located in areas evincing signs of extensive urban deterioration. The severity of this problem ranged from schools located in neighborhoods with pockets of prosperity along side deteriorating sections, to schools located in areas of almost total devastation. This contrast is strikingly evident in the neighborhoods of C.S.D. #3 on the westside of Manhattan and C.S.D. #8 in the South Bronx.

Title I E.S.E.A. eligibility is determined by criteria based on economic status and reading achievement levels. Although the extent and range of economic conditions of the participants in the B.P.S. project are not statistically illustrated here, published figures for 1980 indicate that, of the 24 schools in this project, 18 were ranked as being in the lowest quarter of the 630 elementary and 182 junior high schools ranked according to reading achieve-

TABLE 2

Districts, Schools, and Classes Participating
in Bilingual Pupil Services Project

District	School	Grades	Number of Students
3	145	3/4, 5/6 *	35
	163	2,3,6	76
4	72	1/2, 3/4, 4	54
	112	1,2	54
	155	1,2	40
6	28	1/2, 2, 3/4	83
	98	1,2,3,6	101
	192	1,1,4,6	107
7	65	2,3	42
	25	2,3	37
8	60	1,2,4,6	88
	I.S. 74	5,6	33
	130	1,4	39
9	90	2,3,4	55
	114	1,3,3	78
10	79	3,4,6	44
12	77	1,3	49
	211	1,2,3	55
13	133	2,3	52
14	120	2,4/5	37
15	1	1,2,5	59
17	189	1,4	53
23	155	1,2,3	76
32	123	4	19
Total			1,366

* Slash (/) indicates bridge classes.

III. PROGRAM ORGANIZATION AND PERSONNEL

THE OFFICE OF BILINGUAL EDUCATION (O.B.E.)

The Office of Bilingual Education is a central adminstrative unit within the New York City Public Schools. The Office consists of six centers which provide numerous support service activities in the area of bilingual education. The organization of O.B.E. is illustrated in Figure 1.

As a staff development and instructional services project, B.P.S. is part of the Center for Staff Development and Instructional Support Services. This center's major focus within O.B.E. is to provide training to individuals involved in the teaching of limited English speaking children in the city school system. Five distinct projects were included within this Center in 1981-82. Each of these projects had a particular programmatic purpose as well as a role within the Center's overall staff training activities and O.B.E. goals. It is interesting to note that the director of the Center for Staff Development once served as director of the B.P.S. project and the assistant director was once a field instructional specialist. Of interest also is the fact that three other projects in the Center were designed using the B.P.S model. It appears that the B.P.S. project was an early advocate of providing in-service training to bilingual educators while they provide direct services to students. As part of the Center the director of the B.P.S. project reports to the director of the Center for Staff Development. The organization of the B.P.S. project is illustrated in Figure 2.

FIGURE 1

Organizational Chart: Office of Bilingual Education

1981-82

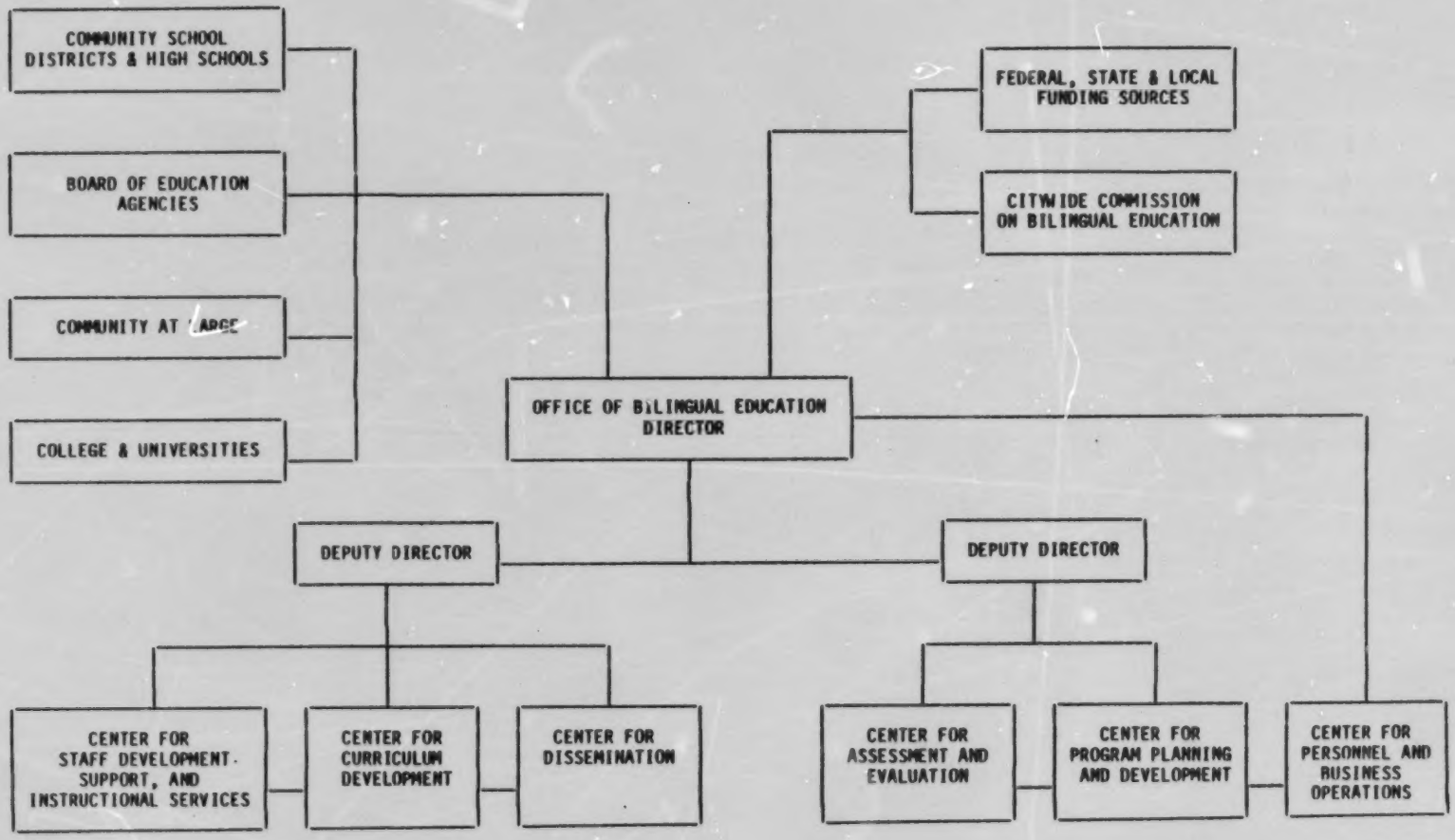
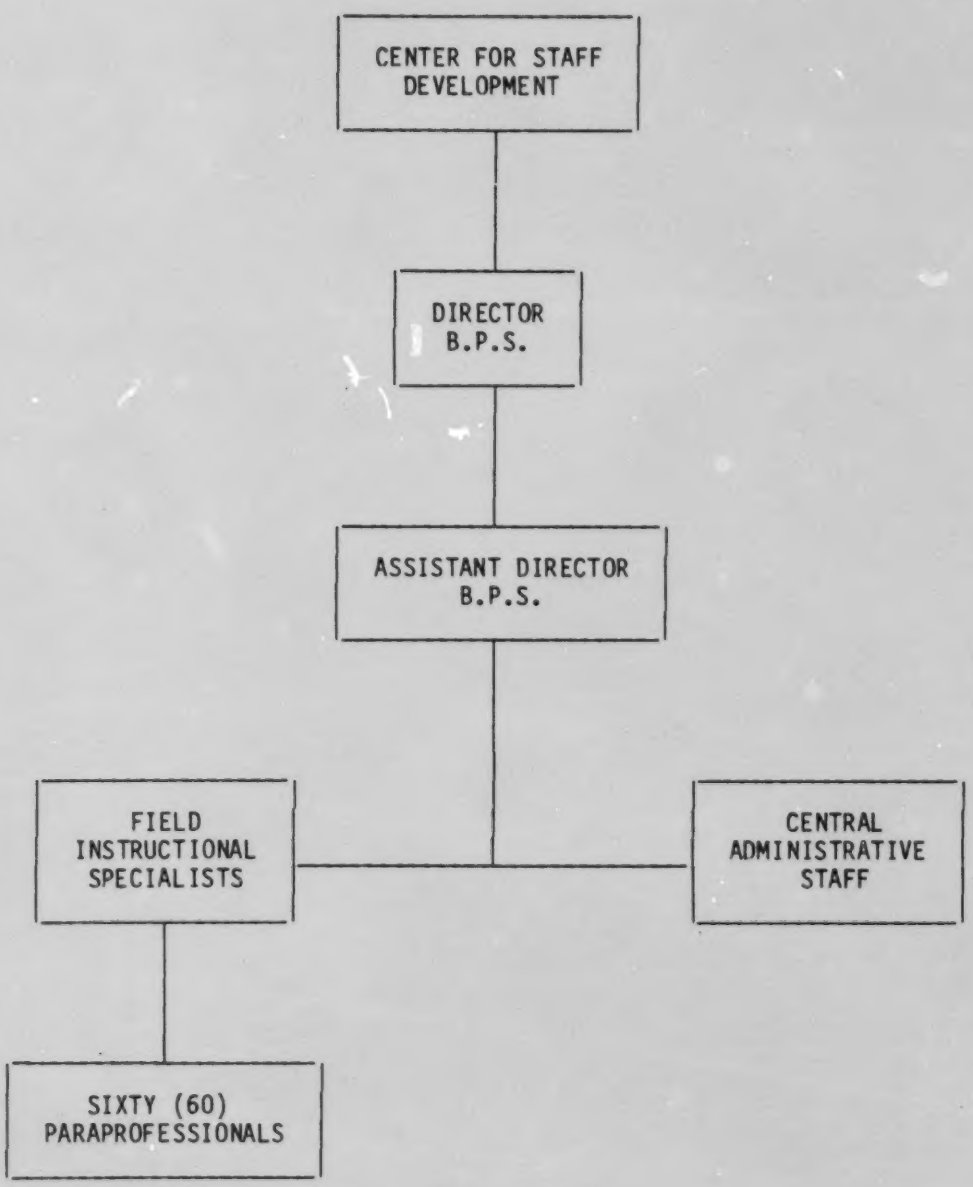

COMMUNITY SCHOOL DISTRICTS & HIGH SCHOOLS
BOARD OF EDUCATION AGENCIES
COMMUNITY AT LARGE
COLLEGE & UNIVERSITIES
FEDERAL, STATE & LOCAL FUNDING SOURCES
CITYWIDE COMMISSION ON BILINGUAL EDUCATION
OFFICE OF BILINGUAL EDUCATION DIRECTOR
DEPUTY DIRECTOR
DEPUTY DIRECTOR
CENTER FOR STAFF DEVELOPMENT. SUPPORT, AND INSTRUCTIONAL SERVICES
CENTER FOR CURRICULUM DEVELOPMENT
CENTER FOR DISSEMINATION
CENTER FOR ASSESSMENT AND EVALUATION
CENTER FOR PROGRAM PLANNING AND DEVELOPMENT
CENTER FOR PERSONNEL AND BUSINESS OPERATIONS

FIGURE 2

Organization of the Bilingual Pupil Services Project
Under the Office of Bilingual Education



STAFFING

The following were the full-time staff positions in the B.P.S. project and the responsibilities of each:

The director was responsible for the overall administration, coordination, and supervision of the project and each of its components. She functioned as program liaison with state and city officials and project evaluators in the administration of the project. The director has been in the position for three years and has been with the project for over ten years. The director is bilingual, holds B.A. and M.S. degrees and is certified as an administrator and supervisor. She has thirteen years of combined teaching and supervision experience.

The assistant director aided the director in the coordination of pupil services, in-service training, and parent community activities with participating C.S.D.'s and colleges. The assistant acted as liaison between the project and school principals, and also assisted in the orientation and supervision of the four field instructional specialists (F.I.S.). The assistant director assumed his position in February, 1981. Before then, he was a F.I.S. The assistant is bilingual, holds B.A. and M.S. degrees, and a certificate as an administrator and supervisor, and has seven years of teaching experience.

The project had four F.I.S.'s. In general their responsibilities fell under the categories of training, supervision, and administration.

Specifically, the F.I.S.'s under the supervision of the director and the assistant director, provided a variety of in-service training activities for paraprofessionals in the content areas of mathematics, reading, E.S.L., and materials development. In addition, duties included: meeting periodically

with the assistant director to discuss course outlines, curricula, lesson plans, time lines, and related matters; meeting with other F.I.S.'s regularly; insuring the proper packaging, delivering, and distributing of instructional materials; insuring strict adherence to attendance rules; collecting and checking attendance, roll books, and reporting items of importance to the central office staff (such as paraprofessionals' response to in-service program content); and acting as the project representative in contact with district school staff.

All the F.I.S.'s are bilingual, have a minimum of a Master's Degree, and teaching experience ranging from five to nine years. Three F.I.S. were experienced in their jobs as field specialists, having been on the job from two to three years. The fourth started to work in September of 1981.

The project staff also included an accountant, secretary, payroll secretary, receptionist, and typist, who were respectively responsible for financial, secretarial, and clerical matters, under the supervision of the director and assistant director.

The project's school site staff included 57 paraprofessionals at the conclusion of the 1981-82 school year. The project began the year with 60 paraprofessionals but encumbered three vacancies when two paraprofessionals were appointed to positions as bilingual teachers and one took maternity leave. The primary responsibility of participating paraprofessionals was to provide bilingual instruction in reading and mathematics to assigned pupils of limited English proficiency. Secondary was the paraprofessional's required participation in the in-service training programs (monthly workshops/in-service) conducted by the F.I.S.'s. They also had to attend college to complete baccalaureate degree and required education-credit requirements needed for state certi-

fication/city licensing as bilingual teachers. Project records indicate that all paraprofessionals were Spanish-speaking and from similar cultural backgrounds as the children. They were selected on the basis of interviews, oral and written examinations of Spanish and English language proficiency, and consideration of the candidate's academic record. Individuals selected were those who: a) had completed a minimum of 60 college credits; b) demonstrated commitment to the field of education; c) could effectively implement project objectives by providing instruction to the participating students as well as enhancing their own skills and knowledge of bilingual methodology; and d) were fluent in English and Spanish.

SUPERVISION

The B.P.S. project kept extensive records on the development of each paraprofessional. These include on-going informal assessments of the performance of the paraprofessionals, as well as formal lesson and general performance evaluations conducted by the F.I.S. (See Appendix A for sample of evaluation instruments.)

Field instructional specialists were required to make daily entries into the log books, which were checked weekly by the director and her assistant. The logs provide documentation of all project activities engaged in by the F.I.S. at their assigned project sites and at headquarters. For example, these logs provided descriptions of the training individual paraprofessionals received at their schools. The logs contained information on the school and the B.P.S. paraprofessionals, as well as other data relevant to the implementation of the project. Also included were observations on the school situation which had implications for the functioning of the paraprofessionals, including school support for bilingual education.

The logs also contained records of all contacts between the F.I.S.'s and the site personnel, including interviews, observations, entries describing the classrooms, and every visit made. Records were kept of lessons given, resources distributed, and materials developed. In sum, the logs give a detailed description of the activities of the F.I.S.'s in the schools and at the central office.

INTERORGANIZATIONAL ARTICULATION

In maintaining and reinforcing linkages with personnel at the project sites and also with other units within the Office of Bilingual Education, the B.P.S. project staff had clearly articulated activities. The activities served to enable, to the extent possible, closer control over project activities despite the wide dispersion of paraprofessionals throughout a large number of school districts and schools. This effort seemed to require much energy and consistency, but the impression is one of success.

Specifically, the B.P.S. staff maintained close and on-going communications with each school administration involved, and to a lesser extent with the administration of district bilingual programs. These contacts included both written and telephone communications, and meetings with school principals and teachers. The project director and the assistant had both visited and were familiar with all the project sites. The F.I.S.'s however, were the primary link between the central office and the paraprofessionals. Approximately 50 percent of the F.I.S.'s time was spent at the project sites providing supervision and maintaining channels of communication with local schools and school district personnel. The percentage of time spent by the F.I.S. at the project sites decreased by 10 percent from the previous school year. This decrease

occurred as a result of new Office of Bilingual Education regulations requiring the F.I.S.'s to report back to the central office after site visits everyday no later than 2:00 p.m. Nevertheless, since training took place on a weekly basis, each F.I.S. came in contact with assigned paraprofessionals every week.

Project staff also collaborated with other resource and training units within the community school districts, the Center for Staff Development, and with other agencies involved in providing training workshops and conferences for the bilingual educator. This cooperation took the form of presenting at or participating in scheduled workshops and conferences. For instance, the B.P.S. staff presented at the Center for Staff Development's orientation workshops, Project Parent Awareness, the Center for Evaluation, the Office of Educational Opportunity and to a group of administrators, teachers, and paraprofessionals from the Division of Special Education. In addition as part of the project's monthly workshops different guest speakers were used. This included four publishing companies that gave workshops on new E.S.L. readers and mathematics materials.

IV. PROGRAM ACTIVITIES

RECRUITMENT, SCREENING, AND ORIENTATION OF PARAPROFESSIONALS

All applicants for the positions of paraprofessionals were evaluated by the project staff. The educational characteristics of the applicants were carefully considered in an effort to identify each applicant's strengths and areas of need, and also to ascertain the potential for success in teaching. A total of 55 persons were screened during the 1981-82 academic year. The screening process was carried out in a well organized manner and included the following steps (see Appendix B for samples of screening instruments):

- The applicants were notified by mail to appear at project headquarters.
- Each applicant was administered a written short answer test in English (Michigan Test of English Proficiency). They were also requested to write a 200 word composition in English and one in Spanish. They were allowed to select from eight topic questions, four each in English and Spanish. A typical question was "What is the importance of incorporating a pupil's interest in an instructional program and how can this be accomplished?"
- The applicants were interviewed in both English and Spanish.
- Finally, they were required to have a minimum of 60 college credits.
- The test, compositions, and interviews were scored.
- A final determination was made as to which applicants would be selected. This determination was made with the participation of the whole B.P.S. pedagogical staff. Candidates were selected based on their scores on the various instruments, on the applicants' grades on college transcripts, and the degree to which the applicants provided evidence of a desire to undertake and perform the role of B.P.S. paraprofessional, including a commitment to take part in all scheduled training activities.

Orientation was provided to new and continuing paraprofessionals in September, or at the time the new employee entered the project. The orientation sessions covered a variety of topics. Included among these were:

- Orientation to the Bilingual Pupil Services project
- Duties and responsibilities of paraprofessionals
- Personnel procedures
- Title I guidelines and priorities
- Roles of the F.I.S. and other central office staff
- Relationship of the B.P.S. project to local district schools and other outside agencies, such as the parent advisory groups
- Project evaluation procedures
- Individual professional development
- Schedules of project reports and activities
- Statistical surveys of pupils and pupil needs
- In-service education program
- Basic classroom operations -- lesson plan preparation, resources information, pattern drills, use of visual aids, control of classroom groups, pupil profiles
- Bibliography and glossary
- Pre and post testing procedures and schedules
- Bilingual Paraprofessional Advisory Committee
- Personal conduct

In September the school principals and directors of local bilingual programs were informed of which paraprofessionals would be assigned to their schools. New paraprofessionals were personally introduced by the F.I.S.'s to the directors and principals. During this time the principals were oriented concerning the

responsibilities of the paraprofessionals and reminded of the school administration's responsibility in adhering to regulations governing the assignments of the B.P.S. paraprofessionals. Among these regulations were included the following:

- Under no circumstances may a paraprofessional be left alone with children in a classroom. A teacher must supervise the paraprofessional in the classroom at all times.

- The paraprofessional must not be given duties which do not appear in his/her job description unless the project is consulted of these first; for example, no lunch duty.

- The paraprofessional's time card and time sheet must be signed by the principal of the school and brought to the central office. If at any time this duty is delegated to another individual, the central office staff must be officially informed.

- The paraprofessional must report promptly and record time accurately upon arrival and departure.

- All paraprofessionals must follow appropriate procedures in reporting absences and lateness. The school and the office must be notified on the day of the absence or lateness.

- The paraprofessionals should avoid outside commitments that would make it necessary to request a modification of his/her assignment of days and hours.

- The paraprofessional must provide the school with schedules showing assignment of days and hours.

- Paraprofessionals must take their prep-periods at the same time their cooperating teachers take them. At least one of these prep-periods per week must be a supervisory conference between paraprofessional and teacher. The topics discussed at the conference will be logged by the paraprofessional and kept in a section of his/her lesson plan notebook entitled "Supervisory Conference with Cooperating Teacher."

- The participating teacher and or supervisor with the approval of the principal, must evaluate each paraprofessional's work at least twice a year. The B.P.S. project will provide the official evaluation forms to be used. This appraisal should be subject to review and annotation by the principal before it is forwarded to the project.

- All paraprofessionals will be observed formally twice a year and informally several times during the year. The first formal observation will take place from mid-November to mid-December, and the second observation will be from mid-April to mid-May.

- Use of release time (for school related matters only) must be approved by the director. Paraprofessionals are entitled to only 2 1/2 hours of release time a week. No release time in excess of two and one half hours will be approved.

INSTRUCTIONAL COMPONENT

The evaluator visited seven (of 24) project schools and observed a total of fifteen paraprofessionals engaged in instructional activities. In every instance paraprofessionals were assigned to work with a bilingual teacher. Paraprofessionals taught within the classroom, usually in a designated area of the room where small groups of children would gather to work with the paraprofessional. Where the paraprofessionals gathered with their pupils seemed to depend on the size of their assigned student group. All of the paraprofessionals observed had adequate instructional space in relation to the available classroom facilities.

Each paraprofessional was required to provide instruction in reading and mathematics to at least 22 pupils. An intent of the instructional program was to allow for as much individualization as possible. To that end, the size of student groups ranged from four to eight students. Although the daily instructional routines of the paraprofessionals were occasionally altered to accommodate particular student needs or because of an activity in which the whole class engaged, the typical paraprofessional teaching assignment closely resembled the schedule below:

8:40 - 9:00	Morning activities: attendance, collection, calendar, weather
9:00 - 9:45	Reading
10:00 - 10:30	Language arts - writing skills
10:30 - 11:15	Mathematics
11:15 - 12:00	English as a second language (as part of the pre-reading phase)
12:00 - 12:30	Lunch
12:50 - 1:30	Mathematics activities
1:30 - 2:00	Reading through content area (i.e., social studies)
2:00 - 2:45	English as a second language (as part of the pre-reading phase)
2:45 - 3:00	Independent reading activities

The evaluator observed the teaching of lessons which ranged from 30 to 40 minutes, and included the observation of paraprofessionals teaching reading, English as a second language, and mathematics. A total of fifteen paraprofessionals were observed engaged in instruction. The classroom observation visits were not announced since their intent was not to render judgements on the quality of instruction, but rather to observe, first hand, how project instructional activities were being carried out.

All of the paraprofessionals observed demonstrated knowledge of the goals and objectives of the instructional program. Observation of their teaching performance indicated that they are able to prepare and present lessons based on the pedagogical principles in which they were trained. For example, in the lessons observed, most paraprofessionals had specific objectives, used various motivational techniques, followed an instructional sequence in which

concepts were presented in progressively more complex form, and applied a variety of learning principles including associative strategies, positive reinforcement, and behavioral consistency.

Among the paraprofessionals observed, there was a noticeable difference in teaching performance between those who had participated in the B.P.S. program for less than one year and those who had participated for at least one and one-half years. The more experienced paraprofessionals maintained students' attention by using varied techniques and materials, responded more readily to students' cues for clarification, and appeared more relaxed and self-confident while teaching. To a great extent, this variation in teaching performance seemed to be a function of the length of time in the B.P.S. program. The more experienced paraprofessionals had received more training and feedback on their teaching performance from the F.I.S.'s and the classroom teachers.

In the Spanish reading classes observed, the paraprofessionals used a variety of approaches, methods, and materials. For beginning readers the phonetic approach was predominantly used. This approach to teaching reading in Spanish has been generally favored over others due to the linguistic fit of the language, i.e., the consistency of sound-symbol correspondence. The paraprofessionals observed were able to apply this approach very well. For advanced students, the paraprofessionals applied the Spanish reading approach used in the reading series that had been adopted by the school/bilingual program to which they were assigned. These included the phonetic, linguistic, visual, and experiential approaches. While one particular approach usually predominated within a lesson, all the paraprofessionals observed used more than one approach in teaching Spanish reading. A widely observed combination was that of the

phonetic and experiential approaches. In using the latter approach, the paraprofessionals elicited and emphasized vocabulary related to students' activities in school, at home, and in the neighborhood. The most frequently observed method of teaching Spanish reading was the guided reading method which included the following steps: the teacher (1) introduces topic, (2) asks motivational/guiding questions, (3) engages students in a reading selection, (4) asks comprehension questions, (5) engages students in reinforcement activity, (6) offers students feedback on their performance, and (7) assigns related homework. Materials utilized by the paraprofessionals in Spanish reading included both self-developed and commercially prepared materials. Some of these materials included games, pictures, flash cards, stories, and poems.

All paraprofessionals who were observed teaching Spanish reading used Spanish consistently throughout the lessons. They also used methods of inquiry which were clearly aimed at developing students' reading comprehension. However, the paraprofessionals observed tapped primarily lower level thinking skills through their questioning. For example, most comprehension questions required identification or recall while very few required analysis, inferences, synthesis, or generalizations.

The E.S.L. classes observed ranged from beginning levels involving oral language development to advanced levels which included reading and writing in English. Paraprofessionals working with beginning E.S.L. students used a variety of activities such as games, role playing, and dialogues to teach sentence patterns and reinforce vocabulary. These paraprofessionals also used varied, colorful materials which maintained student interest. In most of the English reading classes observed, paraprofessionals followed a similar in-

structional sequence in the process of developing reading comprehension and reinforcing acquired vocabulary. First, students took turns reading aloud, followed by a linguistically controlled activity which usually included visual aides to promote understanding. Paraprofessionals then usually checked each student's work individually.

In all E.S.L. classes observed, the paraprofessionals modeled the correct pronunciation of target vocabulary in complete sentences in order to assist students. There was also consistent use of positive reinforcement following appropriate student responses. In addition, with one exception, paraprofessionals used English consistently throughout their E.S.L. classes. It should also be noted that some of the paraprofessionals observed teaching E.S.L. had more than eight students in their group which in all instances limited the paraprofessional's function of providing individual attention. Also, as with Spanish reading, the paraprofessionals observed teaching reading to advanced E.S.L. students tapped primarily the more elementary thinking skills through their questioning.

Only one mathematics class was observed. Therefore, it is impossible to generalize and make subsequent recommendations as to math instruction in the B.P.S. program based on such a limited sample. It is important to note, however, that the paraprofessional observed presented a well-structured math lesson aimed at conceptual development rather than rote learning. She used a variety of teaching techniques and motivating, self-developed materials to which students responded enthusiastically.

STAFF DEVELOPMENT

The project's in-service training activities were intended to develop those teaching skills which are essential in instructing the bilingual pupil, and for familiarizing the paraprofessional with curriculum and materials. Specifically, these activities fell into four training areas:

a. the methods and techniques used in teaching reading and mathematics in the native and second languages;

b. the selection and evaluation of reading and mathematics materials for use in the bilingual classroom;

c. the development of bilingual materials for the reading and mathematics programs;

d. the methods and techniques used in teaching English as a second language, before the introduction of reading.

The in-service training plan in 1981-82 required that all new paraprofessionals (and some in their second year who needed additional training) attended a weekly all-day training workshop. These workshops were conducted on Mondays. During the fall and spring a total of 23 all-day sessions were provided. The fall program began in October and ended in December. The spring sessions began in January and ended in May. All of the workshops were held at the project's headquarters.

The Monday workshops were conducted by the F.I.S.'s who assessed on a continuing basis curriculum areas which needed particular emphasis. In general, however, they attempted to structure Monday workshops in such a way as to cover all of the subjects the paraprofessionals were responsible for teaching. A typical Monday workshop lasted six hours and was scheduled to cover the areas listed below:

9:00 - 9:15	Lab session (distribution of materials and memos)
9:15 - 10:15	Teaching mathematics
10:15 - 11:10	Teaching reading
11:10 - 12:00	Teaching E.S.L.
12:00 - 1:00	Lunch
1:10 - 3:00	Bilingual materials development

In addition to providing the skills and knowledge which enabled the new paraprofessionals to structure their lessons, the weekly workshops also afforded the F.I.S.'s the opportunity to establish a rapport with the paraprofessionals. It was evident to the evaluator that the paraprofessionals knew much about their assigned F.I.S.'s and viewed them as mentors. In general, they were appreciative of the direction and assistance provided by the F.I.S.'s and welcomed their presence in the classrooms and schools.

It is estimated that the F.I.S.'s spent approximately 50 percent of their work time on the supervision of their assigned paraprofessionals. This level of involvement, coupled with the various workshop sessions they provided, meant that each paraprofessional spent a substantial number of contact hours with their F.I.S.'s (approximately 150 hours for new paraprofessionals and 80 hours for others). However, much care was taken to insure that classroom instruction time was not interrupted. When the F.I.S.'s made site visits, they arranged to meet with the paraprofessionals either: 1) during a preparation period; 2) during lunch; and/or 3) after school hours.

After their first semester in the project paraprofessionals are required to attend only one monthly all-day workshop. New paraprofessionals are also required to attend these monthly workshops. In 1981-82 these workshops were

held at one of the participating school districts or [illegible]he B.P.S. project headquarters and were usually conducted by the F.I.S. assigned to that group of paraprofessionals (there were four groups). The subjects covered at these sessions were those that had been determined by the F.I.S.'s to warrant particular attention. During the year the F.I.S.'s conducted nine monthly sessions. These included:

a. demonstration lessons by paraprofessionals and field instructional specialists in Spanish reading, E.S.L., and mathematics;

b. presentations on how to integrate culture into the curriculum;

c. presentations by various publishers on bilingual classroom materials, e.g., Open Court Publishing Company, Scotts Foreman Publishing Company;

d. use of media in the classroom, e.g., photography, slides, filmstrips, and tape recorders;

e. maintaining pupil records;

f. testing and evaluation;

g. materials development.

Another aspect of the staff development plan involved courses taken by paraprofessionals toward the completion of the B.S. or B.A. degrees. Under the Career Training Program, the Board of Education paid for up to six credits per semester for each paraprofessional. The paraprofessionals were free to attend any college they desired; however, the Board of Education paid only for course work at any of the city colleges. The majority of the participants attended the City College of New York.

This year, during the spring semester, an in-service course on meeting the special needs of limited English proficiency students was provided. The course sessions were conducted by guest speakers and B.P.S. project staff. A total

of ten sessions were held at B.P.S. project headquarters, lasting from 9:00 a.m. to 3:00 p.m.

The director, assistant director, and the F.I.S.'s were also involved in receiving training. They attended workshops given by O.B.E.'s Center for Staff Development which addressed such topics as E.S.L. and language learning through the arts, evaluation and testing, managerial training, educational law, and racial and sex stereotyping in textbooks. (For sample schedules of all staff development activities see Appendix C.)

Paraprofessionals usually remain with the project from two to three years. In 1981-82, the B.P.S. project trained a total of 57 paraprofessionals. Of these, a total of sixteen (or 28 percent) received their baccalaureate degree at an approved college and completed their training in the B.P.S. project. Based on the project's previous placement record, the B.P.S. project director anticipates that at least fifteen graduates will be appointed as teachers. Since 1972, 782 B.P.S. paraprofessionals have earned their baccalaureate degrees and the majority have joined the teaching ranks.

CURRICULUM AND MATERIALS DEVELOPMENT

Curriculum and materials development was the subject of several in-service training sessions. Reading, math, and E.S.L. instructional materials were developed during the course of the academic year and the Teachers Guide for the Teaching of Reading in Spanish and English as well as the E.S.L. Survival Kit were updated.

B.P.S. project staff also revised the manuals that had been developed in previous years for paraprofessionals, field instructional specialists, and clerical staff. In addition, reference materials were added to the mini-

resource library including teaching references, various commercial reading series, and instructional guides and aides.

PARENTAL INVOLVEMENT

The project director conducted five meetings for the parents of the pupils receiving instruction, and for parents who were members of the Parent Advisory Committee. Through these meetings, parents were informed about Title I guidelines, B.P.S. program objectives, and roles and responsibilities of program participants. Parents were also kept abreast of developments that affected the education of their children.

V. SUMMARY OF STAFF INTERVIEWS

As part of the evaluation procedures, the evaluator interviewed the B.P.S. pedagogical staff including the project director, the assistant director, and the four field instructional specialists. The purpose of the interviews was twofold:

(1) to verify staff roles and responsibilities within the program;

(2) to obtain their assessment of the B.P.S. project in terms of strengths and weaknesses.

Four of the six staff members interviewed (or 67 percent) believe that the program's major strengths lie in the commitment, sensitivity, and creativity of the paraprofessionals and in the experience and specialized competence of the F.I.S.'s Moreover, three staff members (or 50 percent) agreed that the B.P.S. program's contribution to L.E.P. students' progress in reading and math as well as the supportiveness and cohesiveness of the project staff also represent major strengths. Two staff members (or 33 percent) identified program management as a major strength.

There was less consensus regarding program weaknesses. Three individuals felt that a decrease in time spent by F.I.S.'s in program schools due to a new Board of Education policy resulted in a weakening of services. However, this is beyond the program's control. Another major weakness was a lack of coordination between the project and the colleges attended by the paraprofessionals. Three staff members felt that the program should assist colleges in identifying and meeting paraprofessionals' needs, such as courses to remediate deficient Spanish/English writing skills, and courses dealing with the teaching of culturally diverse students. Although there was little con-

sensus in other problem areas, one individual each mentioned the following problems: some paraprofessionals remain in the program for more than three years; it is difficult to expell incompetent paraprofessionals; recruitment and screening procedures need improvement; more coordination is needed in scheduling visitors and evaluators which result in disruption of school activities.

In general there was more consensus in identifying program strengths than weaknesses.

VI. PARAPROFESSIONALS' PERCEPTION OF THE B.P.S. PROJECT

A questionnaire developed by the Office of Educational Evaluation (see Appendix D) was completed by the 57 paraprofessionals. The questionnaire is composed of four types of questions: 1) paraprofessionals' demographic characteristics and educational background; 2) rating of 12 programmatic and administrative aspects of the program on a scale from one (inadequate) to five (excellent); 3) rating of the adequacy of thirteen of the program's training activities; and 4) general comments and suggestions for improvement of the program.

DEMOGRAPHIC AND EDUCATIONAL CHARACTERISTICS

As indicated in Table 3, a majority of program paraprofessionals were born in Puerto Rico with the next largest group having been born on the United States mainland. The Puerto Rican dominance of this group is further enhanced by the fact that of the 16 mainland born paraprofessionals, 15 were the children of Puerto Rican-born parents. Thus 83 percent of the group were of Puerto Rican background. Six were from the Dominican Republic. The vast majority (83 percent) were female, with only ten males in the group.

A breakdown by age group is presented in Table 4. The largest group (42 percent) were in the age range of 31 to 40 years of age with more than one-fourth between 30 and 36. One-third of the paraprofessionals were 30 or younger. In general, then, this was not a group of young people, but rather, people with a good deal of life experience in addition to solid educational backgrounds.

TABLE 3

Location of Birth of Program Paraprofessionals

Location	Number	Percent	Cumulative Percent
Puerto Rico	32	56	56
United States Mainland	16	28	84
Dominican Republic	6	11	95
Columbia	1	2	97
Cuba	1	2	98
Ecuador	1	2	100

TABLE 4

Program Paraprofessionals by Age Group

Age Range	Number	Percent	Cumulative Percent
20 to 25	10	18	18
26 to 30	9	16	33
31 to 35	15	26	60
36 to 40	9	16	75
41 to 50	12	21	97
Over 50	2	4	100

Teaching experience in the group ranged from two months to six years, with an average of 2.48 years and standard deviation of 1.58 years. Experience was well distributed over the elementary school years with at least 10 paraprofessionals having taught at every level from first to sixth. The largest number (21) had taught second grade.

As two years of college credit were a requirement for participation in the program, all paraprofessionals had had a good deal of college experience. In fact, they reported an average of 109.3 college credits (standard deviation = 27.6) either in progress or already completed. One in four paraprofessionals indicated that they expected to graduate from college by June, 1982. One paraprofessional indicated that he already had a teaching license and seven others expected to receive theirs by September, 1982.

PROGRAM COMPONENT RATINGS

Each respondent was asked to rate twelve programmatic or administrative areas of the program using the following ratings:

1 = Inadequate

2 = Below Average

3 = Average

4 = Good

5 = Excellent

TABLE 5

Means and Standard Deviations of Paraprofessional Ratings of Programmatic and Administrative Components of the Program and Percent Rating the Component as "Excellent"

Program Characteristics	Mean	Standard Deviation	Percent "Excellent" Rating
Accessibility to Field Instructional Specialists**	4.54	0.60	60
Adequacy of communication between program staff and paraprofessionals**	4.49	0.63	56
Quality of on-site training of program participants	4.55	0.57	59
Usefulness and relevance of the monthly workshops	4.65	0.52	67
Usefulness and relevance of weekly in-service training sessions*	4.75	0.47	77
Usefulness and relevance of materials in the mini resource center	4.56	0.54	58
Accessibility to mini resource center materials**	4.52	0.57	54
Advisement of paraprofessionals on professional and academic matters	4.65	0.58	70
Follow-up by F.I.S.'s on paraprofessional needs**	4.60	0.50	60
Feedback by F.I.S.'s on paraprofessional progress*	4.61	0.49	61
Scheduling of program activities*	4.42	0.57	46
Overall quality of Bilingual Pupil Services Program	4.88	0.33	88

Scale: 1 = inadequate; 2 = below average; 3 = average; 4 = good; 5 = excellent.

* Significance of correlation with expectation of graduating less than .10
** Significance of correlation with expectation of graduating less than .05

As indicated in Table 5, all ratings were extremely favorable, with average ratings ranging from 4.42 for "scheduling of program activities" to 4.88 for the "overall quality" of the program. The "scheduling of program activities" was the only area on which a majority of the paraprofessionals did not give the program an excellent rating. On the other hand, 88 percent of the paraprofessionals rated the B.P.S. project as "excellent." Other areas in which responses indicate that small improvements might be made include communication between staff and the paraprofessionals and in the accessibility of materials in the mini resource center.

In addition to the ratings of the general program characteristics, the paraprofessionals were also asked to "rate the adequacy with which the areas listed below have been addressed by the various training activities" of the program. The same 5-level scale was used in making these ratings. Table 6 presents the results.

The program's training activities were given ratings almost equally positive to those given the general program characteristics. Areas rated most highly include the development of personal qualities useful in the classroom, instruction on the keeping of student records, and the development and use of instructional aides. Areas where relatively lower ratings indicate that the program might focus future effort include instruction on the use of content-area material to teach language, the development and use of curriculum, assessing student language and academic progress, methods of teaching bilingual mathematics, and incorporating the student's culture in the instructional process. As in the ratings of overall characteristics, the small standard deviations and very high ratings indicate that virtually all respondents gave the program a "good" or "excellent" rating in almost all areas.

TABLE 6

Means and Standard Deviations of Paraprofessionals' Ratings of the Adequacy of Program Training Activities in the Following Areas, and the Percent of Paraprofessionals Giving an "Excellent" Rating.

Training Area	Mean	Standard Deviation	Percent 'Excellent' Rating
Lesson planning	4.58	0.63	63
Methods of teaching reading in the bilingual classroom**	4.53	0.54	54
Methods of teaching mathematics in the bilingual classroom*	4.49	0.57	53
Methods of teaching E.S.L. in the bilingual classroom	4.51	0.63	58
Methods of teaching language through the content areas	4.42	0.65	51
Incorporation of the students' culture(s) within the instructional process**	4.49	0.57	53
Curriculum development, adaptation, and utilization**	4.42	0.65	51
Development, adaptation, and utilization of instructional aides	4.61	0.53	63
Language and academic assessment of bilingual students	4.47	0.68	58
Approaches for motivating students in the teaching/learning process	4.60	0.53	61
Keeping records of students' progress	4.63	0.52	65
Grouping/individualized instruction in the bilingual classroom	4.60	0.53	61
Development of personal qualities leading to effective teaching in the bilingual classroom*	4.66	0.48	66

Scale: 1 = inadequate; 2 = below average; 3 = average; 4 = good; 5 = excellent.

* Significance of correlation with expectation of graduating less than .10
** Significance of correlation with expectation of graduating less than .05

RELATIONSHIPS BETWEEN DEMOGRAPHIC/EDUCATIONAL CHARACTERISTICS AND RATINGS

To determine whether paraprofessionals' characteristics were related to the component and training ratings, Pearson product-moment correlations were computed between characteristics having a continuous distribution and all 25 ratings. The continuous variables include the following: number of years that the paraprofessional had participated in the program, number of college credits expected to have been completed by June 1982, whether or not they expected to graduate from college by June 1982, sex, and age group. In addition to these correlations, two noncontinuous variables (whether the paraprofessional had a teaching license, expected to get it soon, or did not expect to get it, and the location of the paraprofessional's birthplace) were cross-tabulated with the four ratings which had the greatest variability and with the rating of overall program quality.

An examination of the results of these analyses indicates that there is little relationship between four of the individual characteristics (years in the program, college credits, sex, and age) and any of the ratings, while there are strong relationships with the remaining three characteristics. Correlations with the paraprofessional's expectation of graduating from college were statistically significant ($r=.221$ or larger) for seven of the 25 ratings and were nearly significant ($.08>p>.05$) for five more ratings. Those items whose ratings correlated with the expectation of graduating are indicated with asterisks (*) in Tables 5 and 6. In all twelve cases, the direction of the correlation indicated that those who expected to graduate were more critical of the program than were those who did not expect to graduate.

An examination of the crosstabulations of the responses to the question of whether the paraprofessional had a teaching license or did or did not expect to get one soon, suggests a very similar pattern to that noted above. Those who expected to get their license were more positive about the program than were those who did not, or who were unsure about getting the license. An equally consistent pattern emerged from the crosstabulation with place of birth. Those born on the United States mainland (as opposed to those born in Puerto Rico or in a foreign country) were again regularly less positive in their ratings.

Perhaps there is a tendency for those who are most sophisticated concerning the education system in general to be most critical of the program. Interestingly, however, this is not a function of familiarity or experience with the program itself. This may be a result of exposure to a larger number of alternatives gained through greater education and experience in other settings. Alternatively, those who have pushed ahead may be simply more independent and critical in their thinking in general. And, finally, the approaching achievement of their own certification may have led them to consider more carefully alternatives which they may want to adopt in their own teaching in the future.

SUMMARY

While the educationally more sophisticated paraprofessionals tended to be somewhat more critical of a number of the program's aspects or activities, this should not be interpreted as indicating that they were critical of the program in general. As noted earlier, all ratings were quite high, so that the above statements compare favorable ratings with even more favorable ones. Another measure of the paraprofessionals' attitudes toward the program is their response to item two, "If funds are available and you are eligible, would you

like to participate in the Bilingual Pupil Services Program next year?" Although two respondents failed to answer this question, no one answered "no." As the questionnaires were completed anonymously, it seems unlikely that such unanimity was coerced. The program was clearly seen as a desirable place to work. And the final word should go to those who were most critical. Among those who expected to graduate, among those expecting to be licensed, and among those born in the United States, when asked to rate the overall quality of the program, in each case better than 85 percent answered, "excellent."

VII. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English language development, growth in their mastery of their native language, and mathematics. The following are the areas assessed and the instruments used:

English Language Achievement

- Interamerican series, Test of Oral Comprehension (Reading Readiness, Form C, Level 1).
- Interamerican series, Test of Reading (Total Reading, Form C, Levels 1,2,3)
- Interamerican series, Test of Reading and Number (Total Reading, Form D, Level 3)

Native Language Achievement

- Interamerican series, Prueba de Comprension Oral (Reading Readiness, Form C, Level 1)
- Interamerican series, Prueba de Lectura, (Total Reading, Form C, Levels 1,2,3)
- Interamerican series, Prueba de Lectura y Numero (Total Reading, Form D, Level 3)

Mathematics Achievement

- Comprehensive Test of Basic Skills (Computation Subtest, Form S, Levels A,B,C,1,2,3)

Attendance

- School and program records

On pre/post standardized achievement tests, statistical and educational significance are reported.

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant. This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen[1]. An effect size for the correlated t-test model is an estimate in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

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[1]Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

Information is also provided on the attendance rates of students by grade level and also by school.

TABLE 7

English Language Reading Performance

Significance of Mean Total Raw Score Differences
Between Initial and Final Test Scores on the
Interamerican Series Oral Comprehension Test (*OC), Form C,
Interamerican Series Reading Test (**R), Form C, and
Interamerican Series Test of Reading and Number (***RN), Form D,
By Level and Grade.

Test & Level	Grade	N	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Difference Of Means	Pre/Post Correlation	T-Test	Level of Significance	Educational Significance
* OC1	1	301	24.2	7.1	30.2	4.4	6.0	.52	16.56	.001	0.95
** R1	2	342	31.4	17.6	56.2	18.7	24.7	.59	27.67	.001	1.50
** R2	3	239	43.4	19.9	60.1	21.3	16.7	.76	17.89	.001	1.16
*** RN3	4	203	23.6	11.4	33.7	9.9	10.1	.60	15.09	.001	1.06
** R3	5	37	28.9	16.7	35.8	15.4	6.9	.82	4.34	.001	0.71
** R3	6	145	26.3	14.9	33.6	19.7	7.3	.47	4.82	.001	0.40
The following results are for pupils who had four or fewer months of instruction in the program and were pre- and post-tested in the spring.											
** R2	3	32	44.8	19.6	66.0	21.7	21.2	.76	8.24	.001	1.46
*** RN3	4	33	31.6	11.1	32.4	9.7	0.8	.76	0.62	NS	0.11
** R3	5	16	20.5	18.7	24.8	10.4	4.3	.23	0.89	NS	0.22

- Students with a full year of instruction demonstrated statistically significant growth in all grades.
- Students in grades one through four had average gains ranging from 6.0 to 24.7 points and of large educational significance.
- Among students with less than half a year of instruction in the program, the third graders had statistically significant gains of large educational significance, while fourth and fifth graders did not show statistically significant gains. In the case of the fourth grade, ceiling effects due to a high pre-test score partly explains the small gain.

TABLE 8

Spanish Language Reading Performance
Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores on the
Interamerican Series Prueba de Comprension Oral (*CO), Form C,
Interamerican Series Prueba de Lectura (**L), Form C, and
Interamerican Series Prueba de Lectura y Numero (***LN), Form D
By Level and Grade.

Test & Level	Grade	N	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Difference Of Means	Pre/Post Correlation	T-Test	Level of Significance	Educational Significance
* CO1	1	301	27.8	5.4	31.5	4.5	3.7	.24	10.35	.001	0.60
** L1	2	342	40.3	19.4	61.4	17.5	21.1	.61	23.63	.001	1.28
** L2	3	238	46.4	19.6	64.0	21.8	17.6	.79	20.23	.001	1.31
*** LN3	4	203	26.6	9.7	34.1	9.0	7.5	.56	12.17	.001	0.85
** L3	5	37	28.8	14.3	38.2	13.2	9.3	.80	6.48	.001	1.07
** L3	6	145	33.3	14.4	43.3	22.0	10.0	.60	6.82	.001	0.57
The following results are for pupils who had four or fewer months of instruction in the program and were pre- and post- tested in the spring.											
** L2	3	32	51.3	20.3	67.2	21.7	15.8	.73	5.82	.001	1.03
*** LN3	4	33	36.8	7.8	29.7	10.4	-7.1	.53	-4.50	.001	-0.78
** L3	5	16	31.3	13.3	37.8	15.5	6.5	.72	2.38	.016	0.60

. Students with a full year of instruction demonstrated gains ranging from 3.7 to 21.1 points which were statistically significant.

. Students in grades two through five had average gains of large educational significance.

. Students in grades one and six had average gains of medium educational significance.

. Of students with less than half a year of instruction in the program, the third and fifth grades showed statistically significant gains of medium to large educational significance while the fourth graders showed a statistically significant loss of 7.1 points.

Note: Students with less than half a year of instruction in the program composed single classes in different schools. Gains and losses could be due to teacher effects and/or testing effects. In the case of the fourth graders, ceiling effects due to high pre-test scores may partly explain the loss of points.

TABLE 9

Mathematics Performance
Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores on the
Comprehensive Test of Basic Skills, Computation Subtest, Form S,
By Level and Grade

Test & Level	Grade	N	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Difference Of Means	Pre/Post Correlation	T-Test	Level of Significance	Educational Significance
A	1	301	13.1	4.9	20.3	3.7	7.2	.37	25.16	.001	1.45
B	2	341	17.3	8.1	25.9	6.9	8.6	.50	20.88	.001	1.13
C	3	239	18.7	7.2	24.0	4.9	5.3	.50	13.05	.001	0.84
1	4	203	26.5	12.1	37.8	9.7	11.3	.51	14.67	.001	1.03
2	5	37	24.7	9.0	30.7	8.9	6.0	.53	4.17	.001	0.69
3	6	145	12.2	5.1	20.2	7.3	8.0	.39	13.53	.001	1.12
The following results are for pupils who had four or fewer months of instruction in the program and were pre- and post- tested in the spring.											
C	3	32	21.2	6.7	23.6	3.6	2.4	.42	2.25	.016	0.40
1	4	33	39.8	8.4	39.5	7.5	-0.3	.71	-0.31	NS	-0.05
2	5	16	26.8	10.8	29.9	9.8	3.1	.51	1.23	NS	0.31

. Students with a full year of instruction demonstrated gains ranging from 5.3 to 11.3 points which were statistically significant.

. Students in grades one through four and six had average gains of large educational significance.

. Of students with less than half a year of instruction in the program, the third graders showed statistically significant gains of small to medium educational significance. The fourth and fifth graders did not demonstrate a statistically significant change.

TABLE 10

Student Attendance Rates by Grade Level

Grade	Number of Students	Attendance Rate	Standard Deviation
1	301	87	10.2
2	342	89	8.5
3	279	89	10.8
4	243	92	7.4
5	53	90	9.4
6	145	90	12.2

. Attendance rates were essentially similar across all grade levels.

. The attendance rates were fairly high.

TABLE 11

Student Attendance Rates by School

School	No. of Students	Attendance Rates	Standard Deviation
P.S. 28M	83	91	6.4
P.S. 72M	54	91	5.7
P.S. 98M	101	90	8.3
P.S. 112M	54	90	8.3
P.S. 145M	35	92	5.8
P.S. 155M	40	88	11.1
P.S. 163M	76	91	12.6
P.S. 192M	107	93	9.4
P.S. 25X	37	90	9.7
P.S. 60X	88	87	11.3
P.S. 65X	42	91	6.7
I.S. 74X	33	85	10.3
P.S. 77X	49	90	7.3
P.S. 79X	44	87	10.6
P.S. 90X	55	90	8.0
P.S. 114X	78	86	10.9
P.S. 130X	39	88	10.7
P.S. 211X	55	82	16.0
P.S. 1K	59	89	9.7
P.S. 120K	37	86	11.2
P.S. 123K	19	94	6.6
P.S. 133K	52	89	7.7
P.S. 155K	76	89	10.2
P.S. 189K	53	92	6.0
Total	1,366	89	9.8

- Attendance rates by school ranged from 82 percent to 94 percent.
- Although attendance rates by grade were essentially similar, rates by school varied somewhat.
- Due to uneven numbers of students, caution should be exercised when comparing attendance rates of different schools.

VIII. CONCLUSIONS AND RECOMMENDATIONS

In the course of gathering information for this report the evaluator spent many hours interviewing various members of the B.P.S. project -- its director, assistant director, and paraprofessionals -- and district personnel -- school principals, teachers, and directors of district bilingual programs. In every instance the evaluator found a sense among those interviewed that this project has made a contribution in the instructional programs of the participating schools and to the preparation and conversion of paraprofessionals into teachers.

In a complex school system like New York City's it is extremely difficult to sustain from year to year those elements of a centrally controlled project which are intended to foster a change in individuals and in methodology. The B.P.S. project had been able, to a large extent, to remain basically unchanged in structure and purpose. The project operations reflect the maturity that comes from functioning for a number of years. The project has been able to continue its effectiveness through the talented staff that currently provides leadership and direction to the project. There is ample evidence of sound management practice, careful supervision, thorough record keeping, well planned training, and close cooperation and coordination.

In the opinion of the evaluator, essential to any centrally administered project is the liaison arrangement that is established and maintained between the central office and the participating schools. The F.I.S.'s have provided this link for the B.P.S. project and have established good rapport with many parties within the project and with school personnel.

Since 1972, the B.P.S. project has consistently achieved its two major goals -- increased L.E.P. student achievement in reading and mathematics, and preparation of paraprofessionals to function effectively as teachers of LEP students. In reviewing pupil performance on standardized tests during the past three years, statistically significant gains have consistently been achieved by students receiving a full year of treatment at all grades in all areas assessed. Post-test scores have often been outstanding; pre-test scores have sometimes been high enough to create ceiling effects.

With regard to the latter goal, since 1972, 782 B.P.S. paraprofessionals have earned their baccalaureate degrees and the majority have entered the teaching profession. In addition, paraprofessionals' responses to questionnaire items on various programmatic aspects indicate that they rated the B.P.S. project as ranging between good and excellent in achieving its training objectives. Also a measure of the B.P.S. project's success is the consistency with which evaluators have judged various programmatic activities as appropriate for achieving program objectives.

While numerous elements contribute to the success of the B.P.S. project in achieving its goals, three factors appear to figure prominently: (1) effective program management; (2) pedagogical staff competence; and (3) paraprofessionals' receptivity to training and commitment to teaching L.E.P. students.

The process of managing and coordinating a program within twenty-four schools dispersed throughout New York City is a formidable task. Clearly delineated staff responsibilities regarding training and supervision of paraprofessionals, specific work/training requirements for paraprofessionals, clearly stated program procedures, and well-articulated feedback and documen-

tation system, contributed to the B.P.S. project's ability to accomplish its goals and generated an exemplary model of multiple site program management.

Pedagogical staff competence was another salient feature of the B.P.S. project. The results of interviews with program staff, analysis of paraprofessionals' questionnaire responses, and a review of curriculum materials developed by project staff provided ample evidence of a highly skilled staff with expertise in diverse educational areas. The employment of a diversified, highly qualified pedagogical staff represents a major strength of the B.P.S. project.

In addition, two vital factors in the success of the B.P.S. program are the paraprofessionals' commitment to teaching L.E.P. students and receptivity to training. These qualities were manifested in the paraprofessionals' careful planning and presentation of lessons, development of supplementary teaching materials incorporating students' interests, their involvement in special class projects, and willingness to apply teaching suggestions offered by the Field Instructional Specialists and the master teachers. Without doubt, the paraprofessionals make a major contribution to the success of the instructional component of the B.P.S. project.

RECOMMENDATIONS

1. It is recommended that the training of paraprofessionals include greater emphasis on teaching strategies aimed at developing higher level thinking skills in students. In this connection, Bloom's taxonomy* of cognitive skills may be used as a reference in training paraprofessionals to develop comprehension questions which require progressively more complex cognitive functions.

2. Although all paraprofessionals gave high ratings to the program training activities, the more experienced paraprofessionals -- those who were about to complete the training program -- tended to be more critical. The program staff should consider the specific training needs of this more sophisticated group and determine how their training program should be modified.

3. It is recommended that the program make every effort to limit the number of students that a paraprofessional is assigned to teach at any one time to eight. Such a step would help in providing LEP students greater individual attention.

4. Improved coordination between the B.P.S. program and the colleges attended by paraprofessionals may help to meet participants' existing educational needs. A staff member should be assigned to serve as liaison between the B.P.S. project and the colleges.

5. Given the success of the B.P.S. program model, it is recommended that the project director seek to extend project services to LEP students in other language groups, e.g. Chinese, French/Creole, Korean, Greek, etc.

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* Bloom, B.S., et al. Taxonomy of educational objectives, handbook I: Cognitive domain. New York: McKay, 1956.

IX. APPENDICES

Bilingual Pupil Services
131 Livingston Street, 5th Floor
Brooklyn, New York 11201

APPENDIX A

FORMAL LESSON EVALUATION FORM

Name _____ School/Grade _____

Subject/Language _____ Date _____

I. LESSON ASPECTS	COMMENTS
A. Objective: ____ well stated ____ appropriate ____ realized	
B. Motivation: ____ creative ____ effective ____ interesting ____ related to pupil's experiences	
C. Lesson Development: ____ sequential ____ well developed ____ final summary	
D. Questioning: ____ well worded ____ sequential ____ medial summary ____ pivotal ____ challenging	
E. Materials: ____ suitable ____ creative ____ teacher-made ____ multi-purposed	
F. Follow-up and Evaluation: ____ appropriate ____ related ____ effective ____ interesting ____ continuous	

G. Techniques:	
____ student-dominated lesson ____ teacher-dominated lesson ____ control of group ____ use of time ____ adheres to plan ____ adapts to needs	

The following scale will be used to rate areas II and III.

5-outstanding 4-good 3-average 2-needs improvement 1-unsatisfactory

II. OVERALL ASPECTS	COMMENTS
____ organized ____ sensitive to needs ____ rapport ____ motivates effectively ____ code-switching ____ proper use of language ____ resourcefulness ____ voice, speech, diction ____ poise ____ personal appearance	

III. Lesson Rating: ____

_____
Field Instructional Specialist

I have read and received a copy of this evaluation. _____
Educational Asst./Assoc.

Approved: _____
Project Director

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, 5TH FLOOR
BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

PARAPROFESSIONAL EVALUATION FORM FOR PERIOD COVERING _____

Name of Paraprofessional _____ _____
LAST FIRST

Position Held: Educational Assistant _____ Educational Associate _____
School _____ District _____ Grade _____
Cooperating Teacher _____

Please rate the paraprofessional using the following scale:

1-needs improvement 2-has shown improvement 3-fair 4-good 5-excellen

A. Interpersonal Relations	Rating	Comments
1. Paraprofessional's rapport with:		
a. pupils	____	
b. cooperating teacher	____	
c. school staff	____	
2. Plans and prepares work with cooperating teacher:	____	
3. Understands role of teacher/para-professional in the classroom:	____	
4. Facilitates positive group interaction:	____	
B. Evidence of Commitment	**Rating**	
1. Adapts instruction to the individual needs and capacities of pupils:	____	
2. Makes class instructional program interesting to pupils:	____	
3. Enriches and supplements the physical environment of class:	____	

4. Shows initiative in obtaining or making materials, and doing research for the effective teaching of his/her lessons:	____	
5. Demonstrates ability to plan and organize learning situations:	____	
C. Professional Potential	Rating	Comments
1. Demonstrates ability to assume responsibility:	____	
2. Shows initiative and resourcefulness in developing his/her own teaching style:	____	
3. Is able to accept constructive criticism:	____	
4. Attendance	____	
5. Punctuality	____	
6. Oral language proficiency: English Spanish	 ____ ____	
7. Written language proficiency: English Spanish	 ____ ____	
8. Growth in teaching abilities:	____	

Please provide additional comments on the paraprofessional's overall performance and potential for teaching.

Date_____

_____
Cooperating Teacher's Signature

_____
Bilingual Coordinator and/or Principal's

*Revised May 19, 1980

APPENDIX B

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 512
522-6841

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

Dear

Your appointment with the screening panel of the program, Bilingual Pupil Services, has been scheduled for _____ at _____.

You will be required to do the following:

1. Take a written short answer test in English.
2. Write a composition in English.
3. Write a composition in Spanish.
4. Take an oral interview in both Spanish and English.
5. BRING A COPY OF YOUR COLLEGE TRANSCRIPT. Without it the screening and interview cannot be done. Verification of your college credentials is necessary.
6. Change to Evening Session College since the position with our program is from 8:45 a.m. to 3:00 p.m.

It is important that the screening date be kept. Our waiting lists are very long. If you cannot come for the scheduled screening date, you name will be placed at the end of the roster. The entire screening procedure may take up to six (6) hours. Please make arrangements to remain the whole day.

Thank you for your interest in our program.

Sincerely,

Celia M. Delgado

Celia M. Delgado
Project Director

CMD:ms

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 312
522-6841

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

Dear

We have evaluated your screening examination and find that you must improve in the areas listed below before you can be accepted into the program:

Michigan Test of Eng. Language Proficiency	_____
Written English	_____
Oral English	_____
Written Spanish	_____
Oral Spanish	_____
College Performance	_____

You may request to be rescreened one year from the date you applied.

Should you have any questions, please do not hesitate to call our office.

Sincerely,

Celia M. Delgado

Celia M. Delgado
Project Director

ms

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 812
522-6841

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

Date _____

Dear _____

The Bilingual Pupil Services Program is pleased to inform you that you have been accepted for the position of _____.

We look forward to your participation in our program and hope it will be a rewarding experience for you and the children.

_____ Would you please come to our office as soon as possible to complete payroll forms.

_____ Would you please call our office to make an appointment to come and meet with your Field Instructional Specialist.

_____ Your name has been put on our waiting list. You will be notified to fill the next available position.

If you have any questions, please do not hesitate to contact me at the above telephone number.

Sincerely,

Celia M. Delgado

Celia M. Delgado
Project Director

CMD:ms

131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION

BILINGUAL PUPIL SERVICES

COMMITMENT FORM FOR ADMISSION TO BILINGUAL PUPIL SERVICES SERVING ELIGIBLE CHILDREN IN TITLE I PROGRAMS

NOTE:

The following commitment is requested by the State Education Department and the Board of Education as a requirement for taking part in the training program component of the project cited above. Applicants are asked not to sign the form unless they definitely plan to adhere to the commitment as stated below. Approval of the proposal by the State Education Department, Title I Office, is based on adherence by applicants to this commitment. Nonadherence to the commitment places future funding of the proposal in jeopardy.

Signed Celia M. Delgado
Celia M. Delgado
Project Director

Date _____

I, _____ hereby agree that after receiving training from this project, I will undertake to teach or otherwise serve in a Title I E.S.E.A. program to meet the educational needs of non-English-speaking children.

_____
(Signature)

ms

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

APPENDIX C

PEDAGOGICAL STAFF DEVELOPMENT WORKSHOPS

Calendar

September

17	O.B.E. Goals and Objectives for FY 1981-1982
18	Promotional Gates Information

October

30	ESL and Language Learning Through The Arts

November

5	Evaluation and Testing
20,24	Managerial Training Workshop - Level I
25	Managerial Training Workshop - Level II

December

16	Managerial Training Workshop - Level III
10	Open Court: Real Math Workshop I

January

6	Educational Law
14,15,29	Innovative Trends in Evaluation: Computer Technology

131 LIVINGSTON STREET • ROOM 512 • BROOKLYN, NEW YORK 11201 • 522-6941

February

17	O.B.E. Conference: Concerns in Bilingual Education
19	Open Court: Real Math Workshop II

March

19,10	C.C.N.Y. Conference-Building on the Strengths of Children: Culture and Communication
19	E.S.L. Workshop: British Macmillan Co.

April

None Held

May

7	Racial and Sex Stereo-Typing in Textbooks
14	O.B.E. Conference

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

IN-SERVICE COURSE SYLLABUS

Spring 1982 Semester

Graduating B.P.S. Paraprofessionals:
Meeting the Special Needs of L.E.P. Children

General Objectives:

- To help participants develop basic elements for composition writing (Spanish/English) in their students.
- To underline the continuous use of English/Spanish grammar and its integration into other areas of the curriculum.
- To familiarize participants with changes in 1) ASPIRA Consent Decree; 2) mainstreaming of L.E.P. exceptional child; 3) Bilingual Education laws; 4) Promotional Gates; 5) Motivation in a lesson.
- To provide participants with creative ideas and materials for the development of bilingual instructional materials in bilingual reading/mathematics and E.S.L.
- To suggest ways of integrating math into other areas of the curriculum.
- To expose participants to the basic considerations for developing a diagnostic and prescriptive approach to reading.
- To provide participants with necessary information for the structure and implementation of learning centers.
- To expose participants to the use of media in the classroom as a learning instrument.
- To provide participants with classroom management techniques and recordkeeping information.
- To provide participants with different methods of teaching E.S.L. and of its integration into other curriculum areas.

Session #1 - February 8, 1982

Topic: Improving Writing Skills in English/Spanish
Instructors: Lisandro Garcia-Marchi, Dahlma Llanos

Time: 9:00-12:00

Topic: Composition-Content and Timing
Instructor: Julio Pedraja

Time: 1:00-3:00

Session #2 - February 22, 1982

Topic: Key Grammatical Considerations in English/Spanish
Instructor: Yvette Hordof

Time: 9:00-12:00

Topic: Integrating Writing (English/Spanish) into other Areas of the Curriculum
Instructor: Fernando Crespo

Time: 1:00-3:00

Session #3 - March 1, 1982

Topic: Culture as Part of the E.S.L. Curriculum
Instructor: Eugenia L. Montalvo

Time: 9:00-12:00

Topic: Sample Topics for Creative Writing Activities
Instructor: Miriam Moreno

Time: 1:00-3:00

Session #4 - March 8, 1982

Topic: The Use of Role-playing and Puppetry in E.S.L. Instruction
Instructor: Yvette Hordof

Time: 9:00-3:00

Session #5 - March 15, 1982

Topic: Structure and Implementation of Learning Centers: Development of Bilingual Reading/ Mathematics Material

Instructors: Julio Pedraja
Silvia Buzzonetti

Time: 9:00-3:00

Session #6 - March 22, 1982

Topic: Informal Testing-Math and Math Grouping, Classroom Management

Instructor: Isabel Rios

Time: 9:00-3:00

Session #7 - March 29, 1982

Topic: Basic Considerations for Developing a Diagnostic and Prescriptive Approach to Reading

Instructor: Luisa P. Fuentes

Time: 9:00-12:00

Topic: Word Recognition and Comprehension Skills; Developing/Administering an informal reading inventory

Instructor: Luisa P. Fuentes

Time: 1:00-3:00

Session #8 - April 5, 1982

Topic: The use of media in the classroom: A media Experience

Instructors: Celia M. Delgado
Julio Pedraja

Time: 9:00-3:00

Session #9 - May 3, 1982

Topic: Classroom Management and Recordkeeping

Instructor: Fernando Crespo

Time: 9:00-12:00

Topic: Important Information on:
1) ASPIRA Consent Decree;
2) Mainstreaming of the L.E.P. exceptional child;
3) Bilingual Education laws;
4) Promotional Gates;
5) Motivation in a lesson

Instructor: Eugenia L. Montalvo

Time: 1:00-3:00

Session #10 - May 17, 1982

Topic: Development of Survival Kits for teaching Reading/Math/ESL/Bilingual writing

Instructors: Celia M. Delgado
Julio Pedraja
Silvia Buzzonetti
Fernando Crespo
Eugenia L. Montalvo
Miriam Moreno

Time: 9:00-3:00

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #1

Field Instructional Specialist: Silvia Buzzonetti

Date: October 2, 1981

DISTRICT	SCHOOL	ROOM	TIME
23	P.S. 155	Library Room	8:50-3:00

A G E N D A

I. Group Dynamics Activity

II. Programatic Matters

A. Pre-test information

1. test packets pick-up date October 9, 1981
   check packets in office
2. pre-test dates October 14, 15, 16
3. test packets due back at headquarters by
   October 23, 1981

B. Forms to be filled out

1. schedule form
2. college data sheet
3. target population sheet

C. Daily Lesson Plans forms

D. Programatic Protocol

L U N C H

III. B.P.S. Manual Quiz

IV. Distribution of Handouts

V. November Workshop

VI. Workshop Evaluation

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #1

Field Instructional Specialist: Fernando Crespo

Date: October 2, 1981

DISTRICT	SCHOOL	ROOM	TIME
3	P.S. 163	220	8:50-3:00

A G E N D A

I. Group Dynamics Activity

II. Programatic Matters

A. Pre-test information

1. test packets pick-up date October 9, 1981 check packets in office
2. pre-test dates October 14, 15, 16
3. test packets due back at headquarters by October 23, 1981

B. Forms to be filled out

1. schedule form
2. college data sheet
3. target population sheet

C. Daily Lesson Plans forms

D. Programatic Protocol

L U N C H

III. B.P.S. Manual Quiz

IV. Distribution of Handouts

V. November Workshop

VI. Workshop Evaluation

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #1

Field Instructional Specialist: Eugenia L. Montalvo

Date: October 2, 1981

DISTRICT	SCHOOL	ROOM	TIME
10	P.S. 79	Library Room	8:50-3:00

A G E N D A

I. Group Dynamics Activity

II. Programatic Matters

A. Pre-test information

1. test packets pick-up date October 9, 1981
   check packets in office
2. pre-test dates October 14, 15, 16
3. test packets due back at headquarters by
   October 23, 1981

B. Forms to be filled out

1. schedule form
2. college data sheet
3. target population sheet

C. Daily Lesson Plans forms

D. Programatic Protocol

L U N C H

III. B.P.S. Manual Quiz

IV. Distribution of Handouts

V. November Workshop

VI. Workshop Evaluation

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #1

Field Instructional Specialist: Miriam Moreno

Date: October 2, 1981

DISTRICT	SCHOOL	ROOM	TIME
7	P.S. 65	508	8:50-3:00

A G E N D A

I. Group Dynamics Activity

II. Programatic Matters

A. Pre-test information

1. test packets pick-up date October 9, 1981 check packets in office
2. pre-test dates October 14, 15, 16
3. test packets due back at headquarters by October 23, 1981

B. Forms to be filled out

1. schedule form
2. college data sheet
3. target population sheet

C. Daily Lesson Plans forms

D. Programatic Protocol

L U N C H

III. B.P.S. Manual Quiz

IV. Distribution of Handouts

V. November Workshop

VI. Workshop Evaluation

DISTRICT WORKSHOP #2

Field Instructional Specialist: Fernando Crespo

Date: November 6, 1981

DISTRICT	SCHOOL	ROOM	TIME
3	P.S. 163	220	8:40 - 3:00

A G E N D A

I. Group Dynamics Activity (9:00 - 10:00)

II. Programatic Matters

A. Title I Monitoring Visits - Ms. Gay Wainright-Niang on November 23, 24, and 25, 1981

B. Informal Observations - Week of November 9, and 16, 1981

C. Formal Observations - Week of November 30, 1981

D. Title I - Notebook

E. Career Training Forms - Deadline Date: November 25, 1981

F. December Workshops

G. Parents Conference - Saturday, November 21, 1981

III. Guest Speaker: Professor Geraldo Torres of C.C.N.Y. (10:00 - 11:00)
Topic: Integrating Culture in the Various Curriculum Areas

IV. Presentation by Paraprofessionals of P.S. 98, Dist. 6 (11:00 - 12:30)
Theme: Puerto Rican Heritage Activities:

Thelma Guerra	(11:00 - 11:20)	Ramona Garcia	(11:40 - 12:00)
Lillian Acevedo	(11:20 - 11:40)	Rosa Garcia	(12:00 - 12:20)

V. L U N C H

VI. Materials Development (1:30 - 2:30)

VII. Workshop Evaluation/Clean-up (2:30 - 3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #2

Field Instructional Specialist: Silvia Buzzonetti

Date: November 6, 1981

DISTRICT	SCHOOL	ROOM	TIME
4	P.S. 72	501	8:50 - 3:00

A G E N D A

I. Group Dynamics Activity - 9:00-9:30

II. Programatic Matters - 9:30-10:00

a) Title I Monitoring Visits - Ms. Gay Wainright-Niang on November 23, 24 and 25, 1981

b) Informal observations - Week of November 9 and 16, 1981

c) Formal observations - Week of November 30, 1981

d) Title I Notebook

e) Career Training Forms - Deadline date - November 30, 1981

f) December Workshops

g) Parents conference - Saturday, November 21, 1981

III. Presentation by Paraprofessionals:

P.S. 112 - Puerto Rico - Yesterday and Today (10:00-10:20)
P.S. 155 - D4 - Ethnic Foods in the Curriculum (10:20-10:40)
P.S. 189 - D17 - Dramatizing folktales (10:40-11:00)
P.S. 72 - D4 - Taino Indians (11:00-11:20)
P.S. 155 - D23 - Integration of Culture into the Curriculum (11:20-11:40)
P.S. 133 - D13 - Music and the Curriculum (11:40-12:00)

IV. LUNCH - (12:00-1:00)

V. Materials development (1:00-2:30)

VI. Distribution of handouts, workshop evaluation, cleaning up (2:30-3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP # 2

Field Instructional Specialist: Eugenia L. Montalvo

Date: November 6, 1981

DISTRICT	SCHOOL	ROOM	TIME
12	C.S. 77	307	8:40 - 3:00

A G E N D A

I. Group Dynamic Activity

II. Programatic Matters

A. Title I Monitoring Visits - Ms. Gay Wainwright-Niang on November 23, 24, and 25, 1981

B. Formal Observations - Week of November 30.

C. Title I - Notebook

D. Career Training Forms - Deadline Date November 25

III. Paraprofessionals Presenting by Schools:

Theme: Puerto Rican Heritage Activities, (Demonstration Lessons)

L U N C H

IV. Puerto Rican Heritage - Materials Development

V. Distribution of Handouts

VI. December Workshop

VII. Workshop Evaluation

DISTRICT WORKSHOP #2

Field Instructional Specialist: Miriam Moreno

Date: November 6, 1981

DISTRICT	SCHOOL	ROOM	TIME
8	P.S. 60	262	8:50 - 3:00

A G E N D A

I. Group Dynamics (9:00-9:30) *(See attached sheet)

II. Puerto Rican Heritage Week Presentations:

A.	Poetry lesson	Onelia Colon Sonia Alicea	9:30 - 10:00
B.	Geography lesson	Edgardo Figueroa Sara Gomez	10:00 - 10:30
C.	Science lesson	Margarita Olivo Miguel A. Colon	10:30 - 11:00
D.	Mathematics lesson	Marta Lopez Marina Cruz	11:00 - 11:15
E.	Nutrition lesson	Inez Fuentes Leonor Galloway	11:30 - 12:00

L U N C H (12:00 - 1:00)

F.	Art and Music lesson	Digno Vega Juanita Torres Rosa Reyes Migdalia Ramos	1:00 - 2:00
G.	Materials Development:		-
	Mathematics and Music lesson	Maria Negron	2:00 - 3:00

Programatic Matters

A. *Title I Monitoring Visits - Ms. Gay Wainright-Niang on November 23, 24, and 25, 1981*

B. *Informal Observations - Week of November 9, and 16, 1981*

C. *Formal Observations - Week of November 30, 1981*

D. *Title I - Notebook*

E. *Career Training Forms - Deadline Date: November 25, 1981*

F. *December Workshops*

G. *Parents Conference - Saturday, November 21, 1981*

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #3

Field Instructional Specialist: Miriam Moreno

Date: December 11, 1981

DISTRICT	SCHOOL	ROOM	TIME
8	P.S. 60	236	8:50 - 3:00

A G E N D A

I. Group Dynamics Activity

II. Programatic Matters

   A. Formal Observations
   B. Assignments for future workshop

III. Christmas Learning Centers

IV. Materials Development Presentation

   A. Marta Lopez
   B. Rosa Reyes

V. Christmas luncheon

VI. Workshop evaluation

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #3

Field Instructional Specialist: Eugenia L. Montalvo

Date: December 11, 1981

DISTRICT	SCHOOL	ROOM	TIME
12	C.E.S. 211	Science Room	8:50 - 3:00

A G E N D A

I. Group Dynamics Activity

II. Programatic Matters

- A. Formal Observations
- B. Teacher Evaluation
- C. Attendance
- D. January Workshop
- E. Future Workshops

III. Presentation: Integrating the Holiday Season in the Curriculum Areas

- A. Introduction - Eugenia L. Montalvo
- B. Presentation - Carmen De Lorenzo

IV. L U N C H

V. Materials Development

VI. Workshop Evaluation/Clean-Up

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #3

Field Instructional Specialist: Silvia Buzzonetti

Date: December 11, 1981

DISTRICT	ADDRESS	ROOM	TIME
42	131 Livingston St.	5th floor Conference Area	9:00 - 3:00

A G E N D A

I. Group Dynamics Activity (9:00 - 9:15)

II. Programatic Matters (9:15 - 10:00)

1. Formal Observations
2. Attendance
3. January Workshop

III. Presentation - Integrating the Theme of Christmas into the Curriculum (10:00 - 12:00)

1. Reading
2. Math
3. Social Studies
4. E.S.L.
5. Music
6. Creative Writing
7. Art

IV. L U N C H (12:00 - 1:00)

V. Materials Development (1:00 - 2:245)

VI. Workshop Evaluation/Clean-Up (2:45 - 3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #3

Field Instructional Specialist: Fernando Crespo

Date: December 11, 1981

DISTRICT	SCHOOL	ROOM	TIME
3	P.S. 163	220	8:50 - 3:00

A G E N D A

I. Group Dynamics Activity (9:00 - 9:15)

II. Programatic Matters (9:15 - 10:00)

A. Formal Observations
B. Attendance
C. January Workshop

III. Presentation: Integrating the Holiday Season in the Curriculum Areas (10:00 - 12:00)

A. Introduction:

1. Fernando Crespo - Field Instructional Specialist

B. Presentations:

1. Lorenzo Garcia - Educational Assistant
2. Dolly Garcia - Educational Assistant
3. Angel Seise - Educational Assistant

IV. LUNCH (12:00 - 1:00)

V. Materials Development (1:00 - 2:30)

VI. Workshop evaluations/Cleanup (2:30 - 3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #4

Field Instructional Specialist: Miriam Moreno

Date: January 8, 1982

DISTRICT	SCHOOL	ROOM	TIME
8	P.S. 130	329	8:50 - 3:00

A G E N D A

I. Group Dynamics (9:00 - 9:30)

II. Operating Your Camera (9:30 - 10:00)

a. holding your camera properly
b. film speed
c. shutter speed
d. lens opening
e. focus
f. F- stop
g. loading the camera

III. Using the Camara (10 - 10:30)

IV. Developing the Negatives (10:30 - 11:30)

a. materials needed:
changing bag, developing tank, can-opener, D-76 developer (HC 110), stop bath, fixer, scissors, funnels, graduates, thermometer

b. mixing the chemicals - temperature factor
c. loading the negatives
d. developing negatives - time factor

V. Printing Black and White

a. mixing chemicals
b. contact sheet
c. test strip
d. timing

VI. L U N C H (12:00 - 1:00)

VII. Developing Prints and Question and Answer Period (1:00 - 2:45)

VIII. Workshop Evaluation (2:45 - 3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #4

Field Instructional Specialist: Eugenia L. Montalvo EM.

Date: January 22, 1982

DISTRICT	SCHOOL	ROOM	TIME
12	C.E.S. 211	Teachers Room	8:40 - 3:00

A G E N D A

I. Group Dynamics (9:00 - 9:30)

II. Operating Your Camera (9:30 - 10:00)

- a. holding you camera properly
- b. film speed
- c. shutter speed
- d. lens opening
- e. focus
- f. F- stop
- g. loading the camera

III. Using the Camera (10:00 - 10:30)

IV. Developing the Negatives (10:30 - 11:30)

- a. materials needed:
  changing bag, developing tank, can-opener, D-76 developer (HC 110), stop bath, fixer, scissors, funnels, graduates, thermometer
- b. mixing the chemicals - temperature factor
- c. loading the negatives
- d. developing negatives - time factor

V. How to Print Black and White

a. mixing chemicals
b. contact sheet
c. test strip
d. timing

VI. L U N C H (12:00 - 1:00)

VII. Developing Prints and Question and Answer Period

Bibliography

The Basic Book of Photography
By Tom Grimm
New American Library

Groups

Julio	Silvia	Jessica
Aida Resto	Awilda Andino	Miriam Santiago
Margarita Perez	Carmen Castro	Loyda Rodriguez
Angelo Monserrate	Benecia Gonzalez	Carmen Cardona
Edna Montañez	Carmen DeLorenzo	Angela Cintron
	Maria Serrano	

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #4

Field Instructional Specialist: Fernando Crespo

Date: January 8, 1982

DISTRICT	SCHOOL	ROOM	TIME
3	P.S. 163	220	8:50-3:00

A G E N D A

I. Groups Dynamics Activity (9:00-9:30)

II. Programatic Matters (9:30-10:00)

A. Field Visits
B. Formal Observations
C. Future Workshops
D. Payroll

1- Due Jan. 12, 1982

E. Checks

1- January 14, 1982

F. Time Cards

1- Will not be paid if time is not entered

G. Teacher Evaluations

III. Presentation of materials developed by paraprofessionals (10:00-11:30)

IV. Distribution of Handouts (11:30-12:00)

V. Clean up/Set up for Lunch (12:00-12:30)

VI. NEW YEAR'S LUNCHEON (12:30-2:00)

VII. Clean up (2:00-2:30)

VIII. Workshop Evaluation (2:30-3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #4

Field Instructional Specialist: Silvia Buzzonetti

Date: January 29, 1982

DISTRICT	SCHOOL	ROOM	TIME
12	C.E.S. 211	Teacher's Room	8:40 - 3:00

A G E N D A

I. Group Dynamics (8:40 - 9:15)

II. Operating Your Camera (9:15 - 10:00)

a. holding your camera properly
b. film speed
c. lens opening
d. focus
e. F- stop
f. shutter speed
g. loading the camera

III. Using the Camera (10:00 - 10:30)

IV. Developing the Negatives (10:30 - 12:00)

a. materials needed:
changing bag, developing tank, can-opener, D-76 developer (HC 110), stop bath, fixer, scissors, funnels, graduates, thermometer

b. mixing the chemicals - temperature factor
c. loading the negatives
d. developing negatives - time factor

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #5

Field Instructional Specialist: Fernando Crespo

Date: February 19, 1982

DISTRICT	ROOM	TIME
42	5th Floor Conference Room	8:50 - 3:00

A G E N D A

I. Group Dynamics

II. Presentation on E.S.L. materials

   A. Mr. David Van Dillan and Ms. Sandra Ferguson Scotts Foresman

III. L U N C H (12:00 - 1:00)

IV. Programatic Matters

   A. Update Schedules

   B. Update College Data Sheet

   C. Para Notebooks up-to-date

   D. Teacher Para Evaluations

   E. Formal Lesson Evaluations

   F. Field Instructional Specialist/Para Evaluation

   G. Lateness

   H. End of Year Activity

V. Demonstration Lesson E.S.L.

VI. Materials Development

V. How to Print Black and White

a. mixing chemicals
b. contact sheet
c. test strip
d. timing

VI. L U N C H (12:00 - 1:00)

VII. Developing Prints and Question and Answer Period

Bibliography

The Basic Book of Photography
By Tom Grimm
New American Library

Groups

Julio	Maria	Edgardo
Marta López	Leonor Galloway	Arsenio Quiñones
Inez Fuentes	Onelia Colón	Sonia Alicea
Rosa Reyes	Migdalia Ramos	Digno Vega
Juanita Torres	Miguel Colón	Margarita Olivo
	Sara Gómez	

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #5

DISTRICT	SCHOOL	ROOM	TIME
42	--	5th Floor Conf. Room	8:50-3:00

A G E N D A

I. Group Dynamics

II. Presentation on E.S.L. materials:

Mr. David Van Dillan and Ms. Sandra Ferguson - Scotts Foresman

III. Lunch: 12:00 - 1:00

IV. Programatic Matters

V. Demonstration Lessons

a) E.S.L. - Miriam Moreno
b) Spanish Reading - Marta Lopez

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #5

Field Instructional Specialist: Eugenia L. Montalvo EM

Date: February 19, 1982

DISTRICT	ROOM	TIME
42	2nd Floor Conference Area	9:00 - 3:00

A G E N D A

I. Group Dynamic (9:00 - 10:00)

II. Programatic Matters

A. Field Instructional Specialist Para Evaluation

B. Teacher - Para Evaluation

C. Para Notebook Up-to date

D. Update - Schedule and Release Time Form (A.S.A.P.)

E. Formal Lesson, Teacher - Para and Field Instructional Specialist - Para Evaluations

F. Lateness

G. State Department of Education - Ms. Gay Wainwright-Niang Title I Monitoring Visits

H. End of the Year Activity - Luncheon

III. Dr. Joseph H. Rubinstein and Ms. Isabel Charres
Open Court Publishing Company

Topic: Real Math (10:00 - 12:00)

L U N C H (12:00 - 1:00)

IV. Materials Development (1:00 - 2:30)

V. Workshop Evaluation (2:30 - 2:40)

VI. Distribution of Handouts (2:40 - 2:50)

VII. March Workshop (2:50 - 3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #6

Field Instructional Specialist: Miriam Moreno

Date: March 5, 1982

DISTRICT	ROOM	TIME
42	2nd Floor Conference Area	8:50 - 3:00

A G E N D A

I. Group Dynamics (9:00-9:30)

II. Programatic Matters (9:30-10:00)

- A. Payroll Procedures
- B. End-of-Year Activity

III. Presentation (10:00-12:30)

- A. Open Court Math

IV. LUNCH (12:30-1:30)

V. Materials Development (1:30-3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #6

Field Instructional Specialist: Eugenia L. Montalvo - Silvia Buzzonetti

Date: March 5, 1982

DISTRICT	ROOM	TIME
42	2nd Floor Conference Area	9:00 - 3:00

A G E N D A

I. Group Dynamics Activity (9:00 - 9:15)

II. Programatic Matters (9:15 - 9:45)

1. New payroll procedures
2. End-of-Year Activity

III. Presentation (9:45 - 12:00)

1. Using Media in the Classroom
2. Producing Slides
3. Producing Filmstrips
4. Synchronizing Sound
5. Using Polaroid Camera

IV. L U N C H (12:00 - 1:00)

V. Materials Development (1:00 - 2:15)

VI. Discussion of Materials (2:15 - 2:45)

VII. Workshop Evaluation/Cleanup (2:45 - 3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #6

Field Instructional Specialist: Fernando Crespo

Date: March 5, 1982

DISTRICT	ROOM	TIME
42	2nd Floor Conference Area	8:50 - 3:00

A G E N D A

I. Group Dynamics (9:00-9:30)

II. Programatic Matters (9:30-10:00)

  A. Payroll Procedures

  B. End of Year Activity

III. Presentation (10:00-12:30)

  A. Open Court Math

IV. LUNCH (12:30-1:30)

V. Materials Development (1:30-3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #7

Field Instructional Specialist: Miriam Moreno

Date: April 2, 1982

DISTRICT	SCHOOL	ROOM	TIME
42	--	5th Floor Conf. Room	8:50-3:00

A G E N D A

I. Group Dynamics - film

II. Programatic Matters

a) Career training application - April 1, 1982
b) Payroll due - April 7
Checks available - April 7
*Check will be held, if yo. call Mrs. Caraballo, by Tuesday, April 6

III. Demonstration lessons

a) Creative Writing - Inez Fuentes
b) ESL - Leonor Galloway

IV. LUNCH

V. Materials Development

a) Bunny Book
b) Envelope
c) Basket

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #7

Field Instructional Specialist: Silvia Buzzonetti SB
Eugenia L. Montalvo E.L.M.

Date: April 2, 1982

DISTRICT	ROOM	TIME
42	2nd Floor Conference Area	9:00 - 3:00

A G E N D A

I. Programatic Matters (9:00 - 9:30)

A. Career Training Application
1. April 1, 1982

B. Payroll
1. Due April 7, 1982
2. Checks available April 7, 1982
a) Checks will be held if you call Ms. Caraballo by Tuesday, April 6, 1982
3. State Department of Education - Ms. Gay Wainwright-Niang
Title I Monitoring Visit - April 5,6,7

II. Presentation on E.S.L. Materials

A. Mr. David Van Dillan and Ms. Sandra Ferguson - Scotts Foresman

III. Demonstration Lessons - E.S.L. -

a) Ms. Eileen Parrilla
b) Ms. Carmen Cardona
c) Ms. Aida Resto

IV. L U N C H - (12.30 - 1:30)

V. E.S.L. Materials Development (1:30 - 2:45)

VI. Evaluations

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #7

Field Instructional Specialist: Fernando Crespo

Date: April 2, 1982

DISTRICT	ROOM	TIME
42	5th Floor Conference Area	8:45 - 3:00

A G E N D A

I. Programatic Matters (8:45 - 9:15)

A. Career Training Application
1. April 1, 1982

B. Payroll

1. Due April 7, 1982
2. Checks available April 7, 1982
a) Checks will be held if you call Ms. Caraballo by Tuesday, April 6, 1982

II. Photography Workshop A.M. Session (9:30 -12:00 Noon)

A. Presenter
1. Mr. Stephen Fisher

III. L U N C H (12:00 - 1:00)

IV. Photography Workshop P.M. Session (1:00 - 3:00 p.m.)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #8

Field Instructional Specialists: Eugenia L. Montalvo - Silvia Buzzonetti
Miriam Moreno - Fernando Crespo

Date: May 7, 1982

DISTRICT	ROOM	TIME
42	5th Floor Conference Area	8:50 - 3:00

A G E N D A

I. Group Dynamics (8:50 - 9:15)

II. Guest Speaker (9:15 - 11:00)

III. Programatic Matters (11:00 - 12:00)

a) Teacher Evaluations due May 18 With Payroll
b) Post-testing May 11, 12, 13, Due May 20th
c) Luncheon
    1. "Ochentas"
    2. " La Tertulia", June 4, 1982
d) Formal Observations
e) Final District Workshop - June 11, 1982
f) Career Training Forms for Fall 1982
   available by the End of May

IV. L U N C H (12:00 - 1:00)

V. Data Retrieval Forms (1:00 - 3:00)
a) Attendance from October 14 to May 13

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #9

Field Instructional Specialists: Silvia Buzzonetti Eugenia Montalvo
Fernando Crespo Miriam Moreno

Date: June 4

DISTRICT	ROOM	TIME
42	131 Livingston Street 5th Floor Conference Area	9:00 - 3:00

A G E N D A

I. Group Dynamics Activity (9:00-9:30)

II. Programmatic Matters (9:30-10:00)

a) Fall 1982 Career Training Vouchers
b) Last Payroll due: June 28
c) Mini Resource Library: Last day for returning materials June 25
d) School preferences for 1982-1983 Academic Year

III. Data Retrieval Forms

a) Completion
b) Compilation and Packaging

IV. L U N C H (12:00-1:00)

V. Data Retrieval Forms (1:00-3:00)

BILINGUAL PUPIL SERVICES
131 LIVINGSTON STREET, ROOM 512
BROOKLYN, NEW YORK 11201

Celia M. Delgado
Project Director

WORKSHOP EVALUATION FORM

TOPIC: _____ DATE: _____

SITE: _____ TIME: _____

PRESENTER(S): _____

Please take a few moments to evauluate the workshop. This information will be used in planning future workshops. Your comments and suggestions will be greatly appreciated.

Please rate the workshop by checking the appropriate box at the right.

	Excellent	Good	Fair	Poor
1. Clarity of the workshop objectives				
2. Organization of the workshop				
3. Usefulness of the information				
4. Time alloted for questions & clarifications				
5. Achievement of the workshop objectives				
6. Overall effectiveness of presentation				

I would recommend this type of workshop to: ____ Paraprofessionals, ____ Teachers, ____ Supervisors, ____ Parents, ____ Community Persons.

I wish the workshop had offered more _____

_____

Additional comments and/or suggestions for future workshop topics _____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION!

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 512

EVALUATION OF _____ MONTHLY DISTRICT WORKSHOP # _____

Please complete this evaluation of the Monthly District Workshop.

Please fill in the following:

1. Ed. Associate _____ Ed. Assistant _____

2. Grade _____

3. Presentation was:

   Excellent _____ Fair _____

   Good _____ Poor _____

4. The materials used and recommended were:

   Excellent _____ Fair _____

   Good _____ Poor _____

5. Was the workshop content relevant to your needs as a paraprofessional?

   Yes _____ Why? _____

   No _____ Why? _____

6. Was the materials development session relevant to your needs as a paraprofessional?

   Yes _____ Why? _____

   No _____ Why? _____

7. What was the most significant aspect of the workshop?

_____

_____

_____

POSSIBLE TOPICS FOR FUTURE WORKSHOPS

Please number according to preference.

	Lesson Plans Behavioral Objective Total Format Time Schedule Demonstrations	
	Learning Centers	
	Material Development	
	Classroom Management	
	Planning Trips	
	Resume Writing	
	Interdisciplinary Approach	
	List of Recommended Readings	
	Games and their use	
	Using Audio-Visual Equipment	
	Penmanship	
	Overview of Reading in English	
	Overview of Reading in Spanish	
	Diagnostic Testing	
	Teaching English As A Second Language	
	Overview of the Mathematics Curriculum	
	Interpersonal Relations(Students; Teacher; Parents)	

ADDITIONAL COMMENTS:

Use of reading series, i.e. Open Court
Use of math series
Arts & Crafts
Cultural Activities

OFFICE OF EDUCATIONAL EVALUATION
NEW YORK CITY PUBLIC SCHOOLS

QUESTIONNAIRE FOR PROGRAM PARTICIPANTS
BILINGUAL PUPIL SERVICES
1981-1982

1. Please indicate how long you have participated in the Bilingual Pupil Services Program, including this academic year (1981-82):

   year(s)_____ months_____

2. If funds are available and you are eligible, would you like to participate in the Bilingual Pupil Services Program next year?

   yes_____ no_____

3. Please indicate the grade(s) you have taught during academic year 1981-82 (check all that apply):

   1____ 2____ 3____ 4____ 5____ 6____

4. How many college credits towards your baccalaureate degree (B.A. or B.S.) do you expect to have completed in total by June 1982:

   _____credits

5. During academic year 1981-82, how many college credits do you expect to have completed by June (Fall 1981 and Spring 1982).

   _____credits

6. Do you expect to be graduated from college by summer 1982?

   yes_____ no_____

7. Do you expect to have received your teaching license by September 1982?

   _____yes

   _____no

   _____I already have the teaching license

   _____don't know

8. What is your sex?

   _____male _____female

9. Please indicate your country of birth.

   _____ _____

10. If you were born in the U.S., please indicate your parents' country/ countries of birth.

_____

11. I am in the following age group:

_____20 to 25	_____41 to 45
_____26 to 30	_____46 to 50
_____31 to 35	_____51 to 55
_____36 to 40	_____56 or over

12. Using the following scale, please rate the following programmatic and administrative components of the Bilingual Pupil Services Program:

1=Inadequate 2=Below Average 3=Average 4=Good 5=Excellent

_____a. Accessibility to Field Instructional Specialists

_____b. Adequacy of communication between program staff and paraprofessionals

_____c. Quality of on-site training of program participants

_____d. Usefulness and relevance of the monthly workshops

_____e. Usefulness and relevance of weekly in-service training sessions

_____f. Usefulness and relevance of materials in the mini resource center

_____g. Accessibility to mini resource center materials

_____h. Advisement of paraprofessionals on professional and academic matters

_____i. Follow-up by F.I.S.'s on paraprofessionals' needs

_____j. Feedback by F.I.S.'s on paraprofessionals' progress

_____k. Scheduling of program activities

_____l. Overall quality of Bilingual Pupil Services Program

13. Using the following scale, please rate the adequacy with which the areas listed below have been addressed by the various training activities of the Bilingual Pupil Services Program:

1=Inadequate 2=Below Average 3=Average 4=Good 5=Excellent

_____a. Lesson planning

_____b. Methods of teaching reading in the bilingual classroom

_____c. Methods of teaching mathematics in the bilingual classroom

_____d. Methods of teaching E.S.L. in the bilingual classroom

_____e. Methods of teaching language through the content areas

_____f. Incorportation of the students' culture(s) within the instructional process

_____g. Curriculum development, adaptation, and utilization

_____h. Development, adaptation and utilization of instructional aides

_____i. Language and academic assessment of bilingual students

_____j. Approaches for motivating students in the teaching/learning process

_____k. Keeping records of students' progress

_____l. Grouping/individualized instruction in the bilingual classroom

_____m. Development of personal qualities leading to effective teaching in the bilingual classroom

14. Comments: _____

_____

_____

_____

_____

_____

_____

15. Recommendations to improve the Bilingual Pupil Services Program: